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ABSTRACT

These four newsletters from the South Carolina Department of Education focus on teaching and serving students with disabilities. The first newsletter includes articles addressing ways that special education professionals can be good to themselves so they can meet the needs of exceptional children; strategies for instructing children with attention problems; mediation; a teacher training program designed to address the shortage of rural special education teachers; technology teacher training; and a technical assistance program for families and teachers of children with deaf-blindness. The second newsletter focuses on school discipline issues and includes articles on the legal requirements for disciplining students with disabilities; strategies for confronting students about their behavior problems; and a summer camp for students with sensory disabilities. The third newsletter focuses on teacher collaboration and contains articles addressing the challenge of co-teaching; an inclusion program that uses an "academic coach"; an integrated preschool program; a transition program for students with mental retardation; and training teachers as team members. The final newsletter focuses on academic instruction and includes articles on using web-making to enhance reading and writing instruction; time trials and increasing fluency in children with mental retardation; strategies for improving parent-teacher conferences; and state teacher training programs. (CR)

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ED 410 741

OPEC Review

A Newsletter Published by the Office of Programs for Exceptional Children
South Carolina Department of Education
Volume 1, No. 1 Winter 1996

Greetings from the State Superintendent of Education

It is with pleasure that I share with you the first issue of a quarterly newsletter entitled *OPEC Review* that has been initiated by the State Department of Education, Office of Programs for Exceptional Children.

The purpose of the newsletter will be to share with school administrators, teachers, related service staff, higher education and state operated program personnel, and other constituents information regarding federal, state, and local issues and initiatives relative to the education of students with disabilities. Additionally, topics of interest to be addressed in the newsletters will include: educational research, promising practices, new materials, and technology.

The Office of Programs for Exceptional Children will be asking teachers and other school personnel to submit articles addressing best practice ideas that they have found helpful in the instruction of students with disabilities. It is our hope that both regular education and special education teachers will provide information on instructing students with disabilities in the regular education setting as well as those students placed in special education environments.

I am hopeful that the OPEC Review will provide you with information and ideas that will help you as you continue your efforts to provide high quality programs to all students. My sincere appreciation to each of you for all that you do for the children you serve.

Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

Inclusion of Students with Disabilities in State-wide Testing

Of growing national concern is the inclusion of students with disabilities in state mandated standardized testing programs. South Carolina's State Superintendent of Education, Dr. Barbara Stock Nielsen, is a Director on the Council of Chief State School Officers which is cooperating with a national research program to study testing issues. This effort will be coordinated by Dr. James Ysseldyke, Director of the National Center on Educational Outcomes. This five year, federally funded project will focus on inclusion of students with disabilities in state assessment and accountability systems. South Carolina will actively participate in this project by sending representatives from the Office of Programs for Exceptional Children and the Office of Research to the national meeting that will be held in January. Further information about the National Center on Educational Outcomes may be obtained by contacting Dr. Ysseldyke, 350 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455, 612.624.8561.

From the Editors

We are excited to be the co-editors of the OPEC Review, the Newsletter of the Office of Programs for Exceptional Children. The goal of the newsletter is to provide educators with information about "best practices" they may adopt in order to better serve children with disabilities.

There are many exciting things happening in special education in South Carolina and the newsletter is a great way to share them with colleagues. We need your help to disseminate information about model programs. Please send us information about programs in your district you feel could be highlighted in the newsletter. We also are interested in hearing from you about topics you'd like to see in future issues of the OPEC Review. Information can be mailed to 233 Coinbow Circle, Mount Pleasant, South Carolina, 29464, or faxed to 803.849.9306.

Nick Elksnin, Ph.D., NCSP
Linda K. Elksnin, Ph.D.

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OPEC Review

State Superintendent of Education
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Division of Curriculum & Instruction
Dr. Luther W. Seabrook

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Exceptional Children
Dr. Ora Spann

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From the Director

On behalf of Dr. Luther W. Seabrook, Senior Executive Assistant, Division of Curriculum and Instruction, and myself, I am pleased to announce the beginning of a quarterly newsletter entitled *OPEC Review*. In this first administrative article, I want to take this opportunity to recognize and personally thank the Coordinators of Special Education in each school district, state operated program, and Head Start for your continuous assistance, dedication, and support during the time I have served as Director of the Office of Programs for Exceptional Children. While I always hesitate to single out individuals or particular groups of individuals, I feel it is appropriate for the initial issue of *OPEC Review*. You, the Coordinators, have been instrumental to the State Department of Education and specifically to this Office by providing valuable input relative to ideas and suggestions regarding initiatives, projects, training needs, and conference topics. These efforts are truly appreciated.

Additionally, I want to recognize each Coordinator for your continuous energy and dedication to ensuring that services are provided to all students with disabilities in South Carolina. As you are aware, last March South Carolina received the third Federal monitoring review within the last five years from the U.S. Department of Education, Office of Special Education Programs (OSEP). I am pleased to report that the results of that review indicated very few citations. If one compares the results of this report to the previous OSEP on-site review conducted approximately five years ago, it is apparent that the areas of noncompliance have dramatically decreased. It is, to a large extent, the efforts of each of the Coordinators of Special Education, as well as many other dedicated district administrators, teachers, related/support services personnel, paraprofessionals, SDE employees, etc., that we are able to report positive progress such as this. My sincere appreciation and heartfelt thanks are extended to each of you as we dedicate this first issue of the *OPEC Review* to the Coordinators of Special Education in each of our school districts, state operated programs and Head Starts.

In 1975 it was estimated that four million students did not receive a free appropriate public education and approximately one million were being kept at home or in institutions. Congress sought to rectify this issue by mandating a free appropriate public education (FAPE) for children with disabilities and by ensuring the provision of procedural safeguards to protect the rights of parents and children. Now, more than 20 years later, we have seen the face of education for students with disabilities change and we can speak of accomplishments within our 91 school districts, state operated programs, and Head Starts. We, however, need to move to a higher level. While ensuring FAPE, Due Process, Least Restrictive Environment (LRE), etc., we need to move toward the provision of quality education for all students.

We receive yearly a federal grant award under Title VI-B averaging between 32 and 34 million dollars, and the State Department of Education allocates 94 percent of these funds to the school districts/agencies. We served 9,904 three-, four-, and five-year-olds and 77,722 six- through 21-year-olds in 1994-95.

At the State Department of Education we have been working with school districts, state operated programs, Head Starts, the State Advisory Council, parents, higher education, Part "H" agencies, our advocates and other constituents to move toward the provision of quality education. This has been achieved through collaborative projects; staff development; reduction in paperwork for teachers; revision of the "Red Book" (which includes criteria for entrance and dismissal into/out of special education); early childhood and K-12 noncategorical teacher standards; a statewide child find campaign; development of a mediation process; and a statewide review of technology needs relative to data collection and individualized education program (IEP) development. The State Department of Education provides guidance through courses, seminars, and training that impact on the services rendered at the local level by teachers in the areas of: conflict resolution, attention deficit disorder, legal issues, parenting, co-teaching, traumatic brain injury, preschool, medicaid, autism, transition, speech and language impairment, visual impairment, deaf-blindness, and school counseling.

Although we have come a long way, there is much work still to be completed to ensure that our children are being educated. We must have high expectations along with high standards that will enable our children to move concurrently with all children into tech prep, school-to-work, the technological age and other exciting new programs and processes in South Carolina.

I encourage each of you to participate in your district- and school-based planning efforts in order to ensure that quality education is provided to students with disabilities, consistent with their IEP. Additionally, it is critical that each of you take a proactive role as we continue innovative reform efforts throughout the state for all children.

Dr. Ora Spann, Director
Office of Programs for Exceptional Children

Treating Yourself Right!

During the 23rd Fall Administrators' Conference for Coordinators of Programs for Students with Disabilities held in early November, an inspiring keynote session was delivered by Brenda White Wright. Ms. Wright is a motivational speaker, trainer, and consultant with over twenty years experience in business management, organizational development, multicultural issues, race relations, youth initiatives, public relations, and radio and television. She has spoken to thousands of students, educators, parents, professionals and volunteers across the country. Since 1983, Ms. Wright has worked as Executive Director of Girls Incorporated of Kingsport (TN), a United Way agency.

Ms. Wright's presentation focused on ways we can be good to ourselves so that we can meet the changing needs of exceptional children. Here are Brenda's ten recommendations for being more effective in our personal and professional lives:

- ***Number 1: Have "me" time.*** Make yourself a priority and if you don't like where you are-- change. If you don't take care of yourself, you won't be able to take care of others.
- ***Number 2: Fight perfection.*** Stop expecting it of yourself and others-- it's not available. Don't let other people make you feel guilty that you're not perfect. Don't try to live in the past and talk about "could ofs," "should ofs," and "might ofs;" make the best of the present.
- ***Number 3: Exercise everyday.*** To be your best you need to exercise physically, mentally, and spiritually.
- ***Number 4: Look good to feel good.*** Grandmother was right; "Pretty is as pretty does." It's the days you feel your worst that you should dress your best. It's not about how you look on the outside, it's about how you feel on the inside. If you feel good about your inside self, you won't need to put others down.
- ***Number 5: Have a plan.*** You need something to reflect on . . . "where there is no vision, the people will perish." Focus on respect and responsibility and get rid of the "toxic" people in your life-- they are the barriers to your being the best you can be.
- ***Number 6: Lighten up!*** It's hard to be effective when you don't have a sense of humor.
- ***Number 7: Help others grow.*** When we mentor others, we grow.
- ***Number 8: Always be willing to listen.*** There's a reason why we have two ears and one mouth. But remember to hear with the heart as well as the ears.
- ***Number 9: Be more thankful.***
- ***Number 10: Love yourself!*** Sometimes you're the only one who will.

Assisting the Student with Attention Problems

Most teachers know the frustration of instructing children with attention problems. Here are some ways to reach the distractible student:

1. Alternate passive tasks such as completing independent seat work with active tasks such as group projects.
2. Be sure to change your voice tone and inflection and support your presentation with gestures and movement.
3. Establish eye contact when talking to students; they need the visual feedback. It is particularly important that you face the class, not the blackboard, when giving directions.
4. Communicate by standing near children and/or touching them to avoid verbal corrections.
5. Teach students *how to listen* and arrange for them to use a secret signal such as folding their arms when they don't understand.
6. Keep work periods short and teach students to break up their assignments into smaller segments.
7. Emphasize *quality* of work *not quantity*. Avoid using timers to encourage students to complete work; children often will rush to complete assignments, resulting in sloppy and error-laden work. In addition, timers may be distracting and act as a negative reinforcer.
8. Consider using a buddy system so that a child with attentional problems is coached and encouraged by a child with good work habits.
9. Remember that children's attention is sustained when teachers rely on direct instruction that is task-focused.
10. Try to rely on positive reinforcement to change behavior; many inattentive students have received more than their share of negative reinforcement and punishment.
11. Don't be too hard on yourself; children who are highly distractible are tough to teach. However, try to remember some of their more endearing qualities. Many of these students are enthusiastic and highly creative.

For additional information:

Attention Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment. R. A. Barkley (1990). Guilford.

ADHD in the Schools: Assessment and Intervention Strategies. G. J. DuPaul & G. Stoner (1994). Guilford.

Intervention in School & Clinic (1995)(entire issue), vol. 30.

Clemson University

Center of Excellence for Rural Special Education: Recontextualizing Teacher Education Through Collaboration

Margaret K. Emery, Ph.D.

Clemson University's teacher training program was awarded a grant to develop a Center of Excellence for Rural Special Education beginning in 1993. This Center of Excellence Program was designed to address the critical shortage of special education teachers in rural areas. In order to meet this goal, the Center focused on developing models relating to recruitment, teacher preparation, dissemination, and retention issues.

The *Center of Excellence Recruitment Model* was developed around the concept of recruiting middle and high school students for a career in special education through newsletters, presentations and mentoring programs. Any high school and middle school personnel who are interested in participating in the recruitment/career training process are invited to contact the Center.

The *Center of Excellence Training Model* was developed around the concept of a total collaborative system of field-based training. The students spend up to 18 months in a rural school district where they take coursework on-site and spend at least three hours daily in classrooms. During this time students become totally immersed in schooling as a cultural, economic and political process. Fifty classroom teachers and five university professors *jointly* teach and supervise the undergraduate trainees in a demonstration type training model.

Although the majority of training experiences are in the Upstate, a part of the senior year is spent in exchange experiences with other rural school districts. Developing placements for these students is an on-going process. Many of the students who participate in this exchange seek employment in these schools upon graduation.

The comments from the students as they become totally immersed in training in districts throughout the state reveal the positive nature of these experiences. They state that they learned more about South Carolina historically and geographically. They report exposure to a variety of community experiences and classroom settings challenged them to explore their talents.

The *Center of Excellence Retention Model* was developed around the concept of establishing a life-long learning linkage between institutions of higher education and teachers. The Center uses a computer bulletin board system to link teachers to an interactive, daily problem solving network with professors and peers. This system also promotes exchange of best practices and cutting edge knowledge. The video training library provides a knowledge updating service and an avenue for developing techniques to reach children with low incidence disabilities as well as to implement inclusionary practices. These services are available to any special educator in the state who contacts the Center.

Providing in-service outreach to all rural districts is the focus of The *Center of Excellence Dissemination Model*. The Center holds summer enrichment seminars for first year teachers. The Center hosts bi-annual meetings of all institutions of higher education that have special education training programs. This collaborative effort is designed to develop ways for higher education personnel to link with one another so that pre-service and in-service training reaches all areas of the state. The newsletter disseminated by the Center provides more information on these linkages and any district employees not receiving *The Special Edition* can contact the Center to be placed on the mailing list.

The Center of Excellence for Rural Special Education is committed to the establishment of a continuum of services that link all special educators statewide. This linkage begins with the choice to become a special educator and continues beyond graduation throughout all the years of professional growth and development. Connecting to the Center to establish collaborative exchange can be accomplished by calling 803.656.5096 or faxing requests to 803.656.1322.

University of South Carolina

Center for Excellence in Special Education Technology

The Center for Excellence in Special Education Technology (CFE/SET) works in conjunction with the Educational Technology Center (ETC) to demonstrate the use of technology for instruction of students with special needs. The CFE/SET serves as a facility for technology pertaining to special education and teacher preparation. The major goals of the CFE/SET are to serve as a model assistive technology demonstration center, and to train pre-service teachers to integrate adaptive devices into their instruction. The Center offers training for small groups of teachers to receive hands-on experiences in the use of technologies for educating students with learning disabilities, communication disabilities, and physical disabilities. The CFE/SET contains a wide assortment of adaptive and assistive devices that can be utilized on Mac, IBM, and Apple II computer environments. These special devices include: Touch Window, PowerPad, Unicorn Keyboard, Ke:nx, Intellikeys, single switch devices, Braille printers, Arkenstone, and the HeadMaster mouse emulator. For additional information you may contact Dr. Cheryl A. Wissick, Director, CFE/SET, 803.777.8859.

OSERS Initiative

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) in November published a policy guidance document on educating students who are blind and visually impaired. OSERS has indicated that this low incidence category will become their highest priority with regard to improving services. Specific recommendations for program improvement include clarification of the free appropriate public education (FAPE), least restrictive environment (LRE), and procedural safeguard requirements. Copies of the 12 page document are available by contacting Carolyn Knight at 803.734.8784.

OPEC Initiatives

OPEC has initiated several special projects. The State Department of Education and OPEC contracted through a Request for Proposal (RFP) with Mrs. Victoria Byerly to facilitate the development of recommended revisions to the "Red Book." Approximately 320 individuals, including special and regular education teachers, parents, administrators, college and university personnel, and representatives from professional or-

ganizations and advocacy groups, are participating in this effort. The revision will be accomplished in three phases.

Phase I, which began last summer, considered identification, eligibility/assessment, placement/service, and dismissal issues from categorical viewpoints. Each categorical task force prepared a draft document addressing these issues. During Phase II, categorical task force committee members were assigned to one of five new subcommittees: Assessment (Kathy Trout, Chair), Intervention and Screening (Marlene Metts, Chair), Documentation and Placement (Connie Prozny, Chair), Definition and Eligibility (Bob Hatchette, Chair), and Dismissal (Charley Windell, Chair). It is anticipated that a draft document will be completed by the end of January. Phase III will include reviewing and editing the draft that will be submitted to the State Superintendent of Education by March 1, 1996. Following review by Dr. Nielsen, there will be an opportunity for public input and comments.

The second project is a Child Find Public Awareness Campaign that will be directed by Haggard & White through an RFP/contract. The project will assist school districts and notify large numbers of people in diverse target audiences that Child Find can assist in securing appropriate programs and services for individuals with disabilities through the age of twenty one. It will also assist districts, and inform parents of children with disabilities, identified through Child Find, of their rights to programs and services. Some of the products to be developed and disseminated statewide include a theme/log, brochures, bookmarks, doctors' magnets, and campaign buttons. In addition, camera ready news releases and radio/television public service announcements will be developed and broadcast statewide. OPEC is working in conjunction with personnel at BabyNet in an effort to ensure that this initiative will complement the BabyNet public awareness campaign for children ages birth through two. Should you have questions, please contact Carolyn Knight at 803.734.8784.

SC Department of Education Receives Federal Technical Assistance Grant

Suzanne Swaffield

Each year states are required to identify individuals with deaf-blindness served in public schools and other state agencies. IDEA defines deaf-blindness as "concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness." In 1994 South Carolina identified 224 children and youth with this disability. In order to better serve these students, the South Carolina Department of Education (SCDE) recently was awarded a grant from the Department of Education to provide technical assistance to families and teachers of children and youth with deaf-blindness. The four year grant, Services to Children and Youth with Deaf-Blindness, will provide $107,181 each year for training and technical assistance through a statewide interagency collaboration project. Technical assistance will enable South Carolina to build capacity to meet the unique needs of this low incidence disability group.

The SCDE will identify key personnel from agencies serving children and youth with deaf-blindness and develop training based on assessed personnel development needs. This will ensure that all areas of the state have access to service providers who are knowledgeable of the unique needs of this population.

Several agencies will provide services through subcontracts with the Office of Programs for Exceptional Children, State Department of Education: South Carolina School for the Deaf and Blind (SCSDB), the South Carolina Commission for the Blind (SCCB), the University of South Carolina (USC), and Project Share, which is comprised of a consortia of school districts in the Pee Dee area. Plans include family learning vacations, training for para-professionals, training in the area of transition for teachers, families, and rehabilitation counselors; development of university courses in the area of deaf-blindness; the establishment of a materials/resource center; dissemination of a newsletter; and ongoing technical assistance to and consultation with families and teachers.

The five goals of the project are as follows:

1. To build capacity within the state agencies and school districts serving students with deaf-blindness through a statewide interagency collaboration to share resources and to coordinate the delivery of staff development activities for key personnel to ensure specialized services are available in all parts of the state to children and youth with deaf-blindness and their families.
2. To provide statewide training for parents, early interventionists, and special education personnel (including paraprofessionals) serving children with deaf-blindness in collaboration with the SCSDB.
3. To provide technical assistance relative to transition for parents, and special education and vocational rehabilitation personnel serving transition age children and youth with deaf-blindness in collaboration with the SCSDB.
4. To provide ongoing and sustained personnel development relative to the unique communication and instructional needs of children and youth with deaf-blindness in collaboration with USC.
5. To coordinate the above activities.

For further information, contact Suzanne Swaffield at 803.734.8222.

Mediation System in Special Education

In March 1994, the South Carolina State Board of Education approved a Mediation System for Special Education in South Carolina. Parents and school district personnel may utilize this system in attempting to resolve special education conflicts relative to disagreements about the provision of a free appropriate public education to students with disabilities.

Mediation is a voluntary process that is optional for both parties. Either parents or school districts may request mediation, however both parties must agree to enter into mediation. Although mediation may occur at any time, it may not in any way interfere with either the right to a due process hearing or with due process timelines. Mediation is not a required step prior to initiating a due process hearing; it is an alternative. At any time either party may terminate mediation and proceed with a due process hearing.

South Carolina has twelve trained mediators, including higher education personnel, retired citizens, and other constituents from

MEDIATION (CONTINUED)

diverse areas of the State. State mediators have undergone training that specifically focused on special education issues and conflict resolution. The trained mediator is available to work with both parties to guide them toward a mutually satisfactory solution. This occurs during a non-adversarial session that is more structured than a parent-school conference, but less formal than a due process hearing. Mediation sessions may take up to a day, but are usually completed in three or four hours. When a request for a hearing is made, the district selects a mediator from the list of state-trained mediators. If parents fail to concur with the district's selection, the State Department of Education will assign a mediator.

The expenses of the mediator are paid by the school district. There are no expenses for parents, unless they choose to engage their own attorney or expert witnesses. The key factor for success in mediation is that both parties must enter into the process "in good faith," with the intention of reaching an agreement. A major benefit of mediation is that, in many cases, it may avoid the time and expense of a due process hearing.

Copies of the Mediation System Document may be obtained by contacting your local Director of Special Education or the Office of Programs for Exceptional Children. Specific questions about the process may be made by contacting Mr. Greg McCarthy at 803.734.8783.

IDEA REAUTHORIZATION

The U.S. Congress is reviewing the Individuals with Disabilities Education Act(IDEA)in order to modify the current legislation. At this time there is a House version and a Senate version of bills to reauthorize and fund IDEA. The House and Senate will need to meet and work out differences in the two respective proposals. A schedule for initiating this process has not yet been established. Each version has significant implications for changing current policy. According to the National Association of State Directors of Special Education (NASDSE) as we went to press, a final reauthorization bill is not expected until early spring of 1996. The Office of Programs for Exceptional Children will maintain ongoing dialogue with NASDSE and other appropriate personnel in Washington to provide you with up-to-date information as soon as there is a final reauthorization bill.

OPEC SPONSORS 23RD ADMINISTRATORS' CONFERENCE

More than 200 special education administrators attended OPEC's fall conference that focused on "Exceptional Children: Addressing Their Changing Needs," which was held in Charleston October 30, 31 and November 1. After an inspirational opening session by Ms. Brenda Wright, Mr. Terry David provided participants with information regarding mediation services. Day Two included up-to-date information regarding the reauthorization of IDEA by Ms. Myrna Mandlawitz of the National Association for State Directors of Special Education, Inc. The remainder of the day was filled with information about special education services for bilingual students, testing accommodations for students with disabilities, and technology for individuals with disabilities. The final day of the conference included a panel that discussed how to better serve students with disabilities in juvenile facilities. Panelists included Ms. Susan Durant, Richland School District One; Ms. Dianne Irvin, Charleston County School District; David H. Zoellner, South Carolina Protection and Advocacy System, Inc.; and Greg McCarthy, State Department of Education. Janice Poda, Director of the South Carolina Center for Teacher Recruitment, also discussed recruitment and retention of special education teachers.

Terry David explains the mediation process.

Special Education Coordinators met in Charleston for the 23rd Administrators' Conference.

I am hopeful that the <u>OPEC Review</u> will provide you with information and ideas that will help you as you continue your efforts to provide high quality programs to all students.

Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

Memorandum of Agreement Promotes Services for Preschoolers with Disabilities in Horry County

Horry County Schools and the following community agencies are working together to provide educational services to preschool children with disabilities: Children's Rehabilitative Services, Commission for the Blind, Department of Social Services, Horry County Disabilities and Special Needs, Pee Dee Speech and Hearing, South Carolina School for the Deaf and Blind, Waccamaw BabyNet, Waccamaw Department of Mental Health, and Waccamaw E. O. C. Inc., Head Start. A Memorandum of Agreement was developed to ensure that children, ages three through five, who may be eligible for preschool special education services from Horry County Schools receive services on their third birthday; to ensure that special education services are not interrupted as long as a child is eligible for services; to ensure that there is a process to resolve unique situations and disagreements; and to ensure that each agency cooperatively maintains communication and shares leadership responsibilities. Representatives of the agencies involved signed the Memorandum of Agreement at the Interagency Council Meeting in Georgetown on October 16, 1995. As part of the continuing process to improve the transition of preschool children from community-based services to educational services provided by Horry County Schools at age three, the agreement will be reviewed at least annually and revised as needed. Locally developed memoranda of agreement are very desirable in that they specify responsibility and procedures for agencies at the local level. For further information contact Saundra Parler, Horry County Schools, 1605 Horry St., Conway, SC 29527, 803.248.8737.

Training Opportunities for Teachers

Horry County Schools offered six hours of training in the use of the *Assessment, Evaluation, and Programming System for Infants and Children* (AEPS). The AEPS was developed by Diane Bricker at the Center on Human Development at the University of Oregon with support from grants from the U.S. Office of Education and the Department of Health and Human Services. The program is comprised of two volumes:*AEPS Measurement for Birth to Three Years* and *AEPS Curriculum for Birth to Three Years*.

Resources You Can Use

BabyNet Central Directory/Early Childhood Resource Center/Early Intervention Technical Assistance Collaborative/University of SC School of Medicine, Columbia, SC 29208.(800.922.1107) Provides information, resources and technical assistance for parents and teachers of children with disabilities ages 0-2.

Center for Excellence in Special Education Technology/274 Wardlaw, College of Education, USC, Columbia, SC 29208.(803.777.8859) Provides technical assistance and training regarding integration of technology into the classroom. The lab setting at USC allows one to actually try hardware and software prior to purchase.

Council for Exceptional Children/1920 Association Drive,Reston, VA. 22091-1589. (800.232.7323) CEC is the largest professional organization for individuals who work with children with disabilities. CEC sponsors over 15 divisions which represent the gamut of disabilities in addition to publishing classroom materials.

Goals 2000 Information Resource Center/USDOE, Room 6123, 600 Independence Ave.,SW,Washington, DC. 20202.(800.USA.LEARN) Provides free information regarding implementation of GOALS 2000 in regular education reform.

National Center for Research in Vocational Education/Office of Special Populations,345 Education Building,1310 South Sixth St., Champaign, IL. 61820.(217.333.0807) Provides free information, newsletters,and publications regarding effective transition and instructional practices for children with disabilities. The center also has begun to disseminate information regarding implementing the School-to-Work Act of 1994.

National Early Childhood Technical Assistance System (NEC-TAS)/CB# 4080, 500 NationsBank Plaza,Chapel Hill, NC 27599-8040.(919.962.2001)Provides extensive technical assistance regarding best practices in early childhood special education research, training and services.

National Information Center for Children and Youth with Disabilities (NICHCY)/POB1492,Washington, DC.20013-1492. (800.695.0285) Provides information, referrals and free publications on current disability issues to parents and professionals.

PRO-Parents/2712 Middleburg Drive, Suite 102,Columbia, SC 29204 (800.759.4776) Federally funded parent information and training center for SC. Provides phone consultation, written information and workshops on request regarding children with disabilities.

South Carolina Protection & Advocacy System for the Handicapped/ 3710 Landmark Drive,Suite 304,Columbia, SC 29204 (800.922.5225) Provides central and regional consultation services regarding legal rights of individuals with disabilities.

South Carolina Developmental Disabilities Council/1205 Pendleton St., Room 372, Columbia, SC 29201.(803.734.0465) The DD Council has been focusing on developing more effective transition services for individuals with disabilities and has developed Interagency Transition Cooperatives and training packages.

1996 Calendar of Events

- ***February 9,1996/ Columbia Embassy Suites/800.303.2309***
  S.C. Association of School Psychologists Annual Meeting
- ***February 23-24,1996/Greenville Hyatt Regency/803.771.5698***
  S.C. Council for Exceptional Children Annual Meeting
- ***March 1996/ Exceptional Children's Month***
- ***March 1996/South Carolina State Department of Education, Office of Programs for Exceptional Children Spring Administrators' Conference/803.734.8806.***
- ***March 6-9, 1996/Dallas,TX/Fairmont Hotel/412.341.1515***
  Learning Disabilities Association of America Annual Meeting
- ***March 12-16,1996/Atlanta, GA/Hyatt Regency/301.657.0270***
  National Association of School Psychologists Annual Meeting
- ***April 1-5,1996/Orlando, FL/Omni-Rosen/800.486.5773***
  Council for Exceptional Children Annual Meeting
- ***April 8-12, 1996/New York, NY/NY Hilton & Towers/202.223.9485***
  American Educational Research Association Annual Meeting
- ***June 20-23,1996/ Washington, DC/Hyatt Regency/212.304.5251***
  Head Start's Third National Research Conference
- ***November 20-23,1996/Dallas, TX/800.424.2460***
  National Association for the Education of Young Children Annual Meeting

Office of Programs for Exceptional Children
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

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OPEC Review

A Newsletter Published by the Office of Programs for Exceptional Children
South Carolina Department of Education

Volume 1, No. 2 Spring 1996

Disciplining Students with Disabilities: Legal Requirements

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University of South Carolina

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The problem of disciplining students with disabilities has become somewhat of a legal minefield for teachers and administrators. Although the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Vocational Rehabilitation Act (Section 504) are very detailed, neither law contains any reference to the discipline of students with disabilities. A number of court cases, however, have decided issues related to discipline, resulting in the formation of a body of case law. This case law can generally be summarized by two major principles: first, disciplinary procedures may not be applied in a discriminatory matter (i.e., using certain procedures with disabled students that are not used with nondisabled peers). This would be a violation of Section 504 of the Rehabilitation Act of 1973. Second, disciplinary procedures cannot result in a unilateral change of placement, thereby abrogating the student's IEP. Procedures that could constitute such a violation include inappropriate uses of exclusion timeout (e.g., excessive length of time served), in-school suspension (e.g., discontinuing a student's special education while in suspension), excessive out of school suspension, indefinite suspension, and expulsion. Such procedures may be changes in placement and illegal absent the appropriate procedural protections of the IDEA.

The use of normal school disciplinary policies (e.g., removal of points, restriction of privileges, detention) with students protected by Section 504 or IDEA, if such use does not violate the two aforementioned principles and is applied uniformly to all students, disabled and non-disabled, will not usually create a problem. All educators, nevertheless, must acknowledge that there is a dual disciplinary standard when dealing with disabled students. This dual standard clearly applies in matters of suspension or expulsion. The standard created by the courts regarding suspension and expulsion is as follows:

Students in special education cannot be suspended from school for over 10 school days.

Although the courts have not stated whether the 10 days is cumulative or consecutive, in a policy letter, the Office of Special Education Programs (OSEP) referred to the suspension limit as being 10 cumulative school days. Indefinite suspensions and serial suspensions are, therefore, illegal. OSEP has stated that in-school suspensions can be over 10 days, although not excessively so, if the student continues to receive an appropriate education. Section 59-63-220 of the *Code of Laws of South Carolina* (1976) states, "Any district board may confer upon any administrator the authority to suspend a pupil from a teacher's class or from the school not in excess of ten days for any one offense and for not more than thirty days in any one school year . . ." OSEP has stated that a series of short-term suspensions in the same school year *could* constitute a change in placement. It has stated that factors such as length of each suspension, the total amount of time that the student is excluded from

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From the Editors

We need your feedback! What topics would you like us to address in future issues? Any comments you would like to share with us to help improve the *OPEC Review* will be greatly appreciated.

We also need your help to share information about innovative programs. We particularly would like to hear about *Instructional Issues* before 8/1, and *Low Incidence Issues* before 11/1. Pictures are great, and we ask that your text be double spaced and in 12 point Courier type. Our address is 233 Coinbow Circle, Suite A, Mount Pleasant, South Carolina, 29464, phone or fax 803.849.9306.

Nick Elksnin, Ph.D., NCSP
Linda K. Elksnin, Ph.D.
Co-Editors, *OPEC Review*

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Focus: School Discipline Issues

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OPEC Review

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From the Director

Discipline is clearly at the forefront of discussions being held nationally as well as locally with regard to reauthorization drafts of IDEA and South Carolina's Safe School's Report. At the Federal level, the Senate and House drafts have both addressed discipline with regard to "the placement in interim alternative educational settings," adding to the current "stay put" language. While I am concerned with the proposed components of the new regulation, I am equally concerned that we provide a free and appropriate public education (FAPE) to children with disabilities in South Carolina. The State Department of Education recently released The School Crime Incident Report that included statistics regarding the number of disciplinary actions taken by school districts. During the 1994-95 school year, children with disabilities represented 12% (562) of the total perpetrators (4,981) of crime in the public schools.

In order to ensure FAPE and reduce the number of disciplinary actions, the Office of Programs for Exceptional Children has provided guidance to Coordinators of Special Education for possible district-wide staff development. During the recent Spring Institute, we provided information relative to available resources ranging from Behavior Management Plans for the inclusion in IEP's, promising practices and programs both in and out of state, to written guidance from the Office of Special Education Programs and other national publications. We will continue to provide guidance regarding discipline through the information contained in this newsletter. Additionally this office will provide technical assistance on the issue of discipline at both the Principals' and Superintendents' conferences, and regional legal issues forums.

Dr. Ora Spann, Director
Office of Programs for Exceptional Children

Disciplining Students with Disabilities *(Continued from Page 1)*

school, and the proximity of the suspensions to each other should be considered in determining whether the student has been excluded from school to such an extent that there has been a change in placement. This determination must be made on a case-by-case basis. In a circumstance where a student was suspended for five days at the beginning of September, another five days at the end of September and another five days during October, this could possibly be construed as a change in placement under the Individuals with Disabilities Act (IDEA) and Section 504.

Students with disabilities cannot be expelled from school because of misbehavior that is related to their disability.

Suspension from school in excess of 10 school days and expulsion can only be used if the school conducts a manifestation or relationship test and determines that there was no relationship between the misbehavior and the disability. In cases in which there is no relationship, and the student is suspended in excess of 10 days or expelled, the school may not cease providing educational services. If a relationship is found to exist, a suspension in excess of 10 days for any one offense and expulsions are not available. Although the courts have often referred to the necessity of a relationship test, they have never provided guidelines as to how one is to be conducted. By extrapolating principles from the cases on discipline we can assume the following guidelines are important in conducting the relationship test:

- The proper forum for this determination is the student's IEP team.
- The test must be conducted when schools seek a long-term suspension or expulsion of any student with disabilities.
- The relationship test is not a determination of whether the student knew the difference between right and wrong.
- The team must examine the child's history for a pattern of misbehavior and previous disciplinary incidences.
- The team must consider recent psychological evaluation data, diagnostic information, and direct observations related to the misbehavior.
- The team must assess the appropriateness of the student's educational program.

With the increased concerns regarding violence in the schools, the discipline of all students, especially those with disabilities, has become a major concern. The American Federation of Teachers (AFT), for instance, has decried the "double standard" for disciplining students with disabilities. That is, they believe it sends an incorrect message to youngsters with disabilities and others. The jobs of teachers and administrators are made more difficult when students with disabilities cannot be suspended for more then 10 school days or expelled while, for exhibiting similar behaviors, students without disabilities can. The AFT has lobbied Congress to remove this double standard. This is seen as especially important when students with disabilities engage in dangerous behavior such as physical assaults and bringing weapons to school. Schools, however, are not helpless when faced with students with disabilities who exhibit such behaviors. They may suspend the student for 10 school days, convene the IEP team to determine if a change in placement is necessary, and, if desired, conduct a relationship meeting to determine if expulsion is an option.

If the parents disagree with the team's decision, the school or parent may request a due process hearing. During the hearing the child must remain in his or her current placement until the decision is rendered, unless the parents and school agree otherwise. This requirement, called the *stay-put rule*, can be a problem in instances where the student presents a

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danger to others. If the student presents this danger, the school may attempt to obtain an injunction from a judge to have the child removed from school. In a recent decision, *Light v. Parkway School District* (1994), the U.S. Court of Appeals for the 8th Circuit provided guidance to administrators seeking the removal from school of dangerous students with disabilities, by clarifying what schools must do to obtain such an injunction. First, the school must determine that a student is substantially likely to cause injury. A student does not have to actually cause injury, however, the school need only to convince the court that a student is substantially likely to cause injury. Second, the school must have made "reasonable" efforts to ameliorate the problem behavior through the use of supplementary aids and services.

Federal legislation that has helped to clarify the discipline of students bringing guns to school are the Gun Free Schools Act and the Jeffords Amendment to the Improving America's Schools Act. Within one year of its passage, the Gun Free Schools Act of 1994[1] required schools in every state to expel for one year any student bringing a gun to school. Senator James Jeffords of Vermont offered an amendment to the Improving America's School Act of 1994 which permitted a school, when faced with a student with disabilities in special education who brought a gun to school, to place the student in an alternative educational placement for 45 days. The law does not define the setting, but it must be determined by the IEP team. Home-based (South Carolina Education Finance Act) placement has been interpreted as one possible appropriate interim placement. Special education services must be continued during the 45 days. If the student's parents request a due process hearing, the child remains in the alternative placement during the pendency of the hearing. Thus, the stay-put rule is nullified in such cases. The law further holds that whether or not the behavior is related to the disability does not affect the 45 day removal from school.

The discipline of students with disabilities can present difficulties. Administrators and teachers should understand that discipline of these students is not prohibited. Certain precautions, however, should be taken. The following suggestions may be helpful in such instances:

- *Administrators must recognize the dual disciplinary standard.* Know who is protected by IDEA or Section 504 and act accordingly. Students with disabilities have protection against unilateral suspensions or expulsions and even during legal suspensions or expulsions the school district must continue to provide educational services to the student.
- *Keep thorough documentation of all disciplinary incidences and discussions.* Remember the adage "Legally if it's not written down, it didn't happen." Administrators and teachers could be called on to substantiate their actions and decisions in due process hearings or courts of law. If disciplinary actions result in due process hearings, the burden of proof will be on school personnel to prove that their actions were appropriate and justified.
- *Call the police if necessary.* There is an obligation on the part of administrators to involve the law when an illegal act is committed, no matter if the student is disabled or not. Do not, however, call the police for infractions that would not warrant such action if committed by a nondisabled student.
- *The IEP team is the appropriate forum to address discipline.* If a student with disabilities exhibits problem behavior, the IEP team should be proactive and write a behavior management plan into the IEP.

The discipline of students with disabilities is a difficult legal issue confronting administrators and teachers. Disciplinary actions against students with disabilities are subject to rules and limitations different from those applicable to students without disabilities. Awareness of the law is important if schools are to avoid legal challenges to the actions, policies, and procedures.

[1] The Gun Free Schools Act is often confused with the Gun Free Schools Zone Act of 1990. This distinction is important because in 1995 the U.S. Supreme Court in *U.S. v. Lopez* declared the latter law to be a violation of the commerce clause of the U.S. Constitution. The Gun Free Schools Act, however, was not affected by this ruling.

Editor's Note: Dr. Yell has published extensively on the topic of legal issues and disabilities in multiple outlets, including *Preventing School Failure, Journal of Special Education, Education and Treatment of Children,* and *Exceptional Children.*

best practices

Confrontation: Making It a Response, Not a Reaction

GARY L. ALDERMAN, PH.D., Winthrop University

Most educators would agree that it is vitally important to use positive approaches in our behavior management systems with both special and regular education students. Likewise, we know that building in the components for prevention is also necessary as we decide on the best way to discipline in the classroom and the school. However, there always will be times when we need to confront students about their behavior problems. Confrontation doesn't have to be a "bad" thing, and when done correctly can be very productive and positive. If done incorrectly, it can lead to negative consequences for the student, the teacher, and the classroom.

A confrontational situation is difficult because it usually is emotionally charged and may bring out defensive or counteraggressive responses in teachers and students. Nicholas Long in a recent article, *Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems,* identified seven reasons why adults become counteraggressive when faced with a student who is defiant or aggressive:

1. Counteraggression is a reaction of being caught in the student's conflict cycle.
2. Counteraggression is a reaction to an attack on our personal values and beliefs about how things "should" be.
3. Counteraggression is a reaction to one's own personal stress and mood.
4. Counteraggression is a reaction to not meeting professional expectations.
5. Counteraggression is a reaction to feelings of not being able to "win them over" and feelings of rejection by the student.
6. Counteraggression is a reaction to prejudging a problem student in a crisis.
7. Counteraggression is a reaction to exposing our own unfinished psychological business.

From this list, it is easy to see that reacting to a student is a very human thing to do. Consequently, because those who work with difficult-to-manage students commonly have these reactions described by Nicholas Long, it is important to have prescribed ways to use confrontation as a *response* and not a *reaction*. One of the key ideas that we should keep in mind when dealing with confrontation is *"Think action, not anger."*

There are generally three kinds of students whom we need to confront. Each of these student types will be discussed along with some specific strategies for effective confrontation. First there's the ***unresponsive student*** who may need to be confronted. We all recognize this student as one who defiantly sits in silence, refuses to answer, shrugs his or her shoulders, and/or frowns in response to a request. Inappropriate but common teacher reactions might include attempting to "lecture the student into compliance" or asking the student rhetorical questions such as "Are you ever going to complete your work?" Responding in these ways may lead the student to become even more silent and defiant. More productive responses might include:

- ***Adopting a very matter-of-fact approach using few words as you interact with the student.*** If students are familiar with consequences for noncompliance, all you need to do is administer the consequence such as losing a point, being denied the opportunity to go on to the next activity, or losing a privilege. If students

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Confrontation (Continued from Page 3)

are accustomed to a teacher becoming upset or cajoling them, it may take some time for them to realize that the teacher is no longer reacting in these ways. Be prepared for the student's silent defiance to get worse before it gets better.

- ***Verbally decoding the student's behavior.*** For example, you might say, "Refusing to answer really makes you feel in control;" or "You are feeling pretty overwhelmed by this new material;" or "Doing nothing sometimes is more comfortable than doing something." This approach allows students to see that you understand things from their perspective. They are unlikely to respond with a statement such as "Thank you for clarifying my feelings, I feel much better now." Few techniques work that well. Decoding will not produce immediate results, but it will improve your relationship with the student over time. Keep in mind that decoding does not mean that some type of consequence cannot follow inappropriate behavior. The student should not be permitted to use decoding to get away with an inappropriate behavior.
- ***Giving the student choices rather than ultimatums.*** For example, you might say "You can choose to do your work now or during the break" or "You may respond now or see me immediately after class." Make sure that you can always follow through in the school setting, regardless of the option selected by the student.
- ***Choosing your fights carefully.*** Before entering into a confrontation for certain behaviors, determine if it is really necessary or productive for the student and the class. Sometimes confrontation with a silently defiant student may make you feel better, but in the long run you need to determine if it will help you win the "war."

The second type of student who sometimes needs confrontation is the ***verbally defiant student.*** This student may be openly verbally hostile to the teacher or express disagreement with the teacher to classmates. Often we are tempted to respond in a negative or sarcastic way, the exact responses the student desires. More productive responses might include:

- ***Adopting the approaches discussed earlier.***
- ***Allowing the student to have the last word.*** So often we feel that as the teacher we need to have the final say in matters of discipline. It may be helpful to say to students, "Obviously you feel very strongly about this so I'm going to let you make the last statement here." This type of statement doesn't mean that the student will not be disciplined for inappropriate behavior.
- ***Using effective questioning techniques.*** Effective questioning is essential for effective confrontation. If a student is talking back and teacher says, "Did I tell you that you could talk about that now?," "an even more negative response may occur. Instead it is important to ask productive questions such as "What do you need to do right now?," or "Is what you are doing now helping you to get your work done?" These types of questions asked in a matter-of-fact manner are less likely to lead to a power struggle.
- ***Setting up an individual conference to discuss the student's verbalizations.*** Confronting the student in front of class will empower the student. Instead, make an appointment to discuss the matter and send the message, "I value what you have to say, we just need to discuss it in a more appropriate manner." Most of us want students to have opinions and to disagree in a *productive way.* It's often difficult not to immediately confront the student because we feel that if we don't, we're promoting verbal defiance. By responding immediately, however, students learn quickly talking back to the teacher is an effective way to disrupt the class.

The third type of student who may need to be confronted is the ***physically defiant student***. This type of student engages in behaviors such as leaving the room, hitting other students, or slamming books on the floor. The physically defiant student usually acts out or "acts back." It is easy for the teacher to respond with counteraggression. More effective responses include:

- ***Using any or all of the previous suggestions.***
- ***Not waiting for the student to act out.*** Be very aware of the signals and use some of the confrontation techniques discussed earlier *before* the student becomes physically defiant. The most effective, though infrequently used, strategy is predicting a student's escalation toward acting out and taking measures to prevent it. Behaviors occurring prior to physical acting out should be identified in a very systematic way.
- ***Using low magnitude responses.*** Even though physical defiance is often frightening, we must be careful not to overreact to it during the "heat of the moment." Research indicates that aggressive students' physiological responses are heightened when staff members become emotional.
- ***Communicating a NO tolerance attitude toward severe behaviors.*** We can't communicate this attitude toward *every* behavior, or its effectiveness will become diluted.

These suggestions are just a few of those that are proven effective with defiant students. Keep in mind that it's important to try various combinations of approaches and not rely on one at a time. Additionally, it is critical that teachers use approaches that are compatible with personal style and with their classroom management plans. Finally, make a conscious effort to "think action, not anger" in confrontational situations and you will probably be more successful in developing a response rather than a reaction.

Editors' Note: Gary Alderman co-presented a workshop, *Strategies for Dealing with the Most Difficult to Manage Students: An Effective Model for Consultation and Intervention*, at the convention of the National Association of School Psychologists in Atlanta in March, 1996.

Resources You Can Use

✓ ***Antisocial Behavior in School: Strategies and Best Practices*** (1995)
Walker, H. M., Colvin, G., & Ramsey, E. Provides best available practices, interventions, and programs for preventing and remediating students' antisocial behavior. Brooks/Cole Publishing Company, 800.876.2350.

✓ ***Children Who Hate.*** (1951)
Redl, F., & Wineman, D. This classic text presents 22 social situations that lead to loss of emotional control by children with emotional disabilities. New York: Free Press, 212.702.9805.

✓ ***Comprehensive Classroom Management: Creating Positive Learning Environments for All Students, Fourth Edition*** (1995)
Jones, V. F., & Jones, L. S. This text provides educators with strategies for creating supportive and respectful environments that enable students to perceive the learning process and themselves positively. Allyn & Bacon, 800.852.8024.

✓ ***Elementary School Guidance & Counseling*** (1996)
Campbell, C. A., Editor. Volume 30, Number 3 includes a special section, *Focus on School Violence*. Articles provide counselors and teachers with prevention and intervention strategies.

✓ ***Emotional Intelligence*** (1995)
Goleman, D. In a text that continues to attract media attention, Goleman suggests that emotional intelligence, or EQ, might be a more important predictor of success than IQ. New York: Bantam Books, 800.223.5780.

✓ ***Harvard Educational Review*** (1995)
Sherblom, S. A., Tchaicha, J. D., & Szulc, P. M., Editors. Volume 65, Number 2 is a special issue devoted to *Violence and Youth.*

✓ ***The Tough Kid Book: Practical Classroom Management Strategies*** (1992)
Rhode, G., Jenson, W. R., & Reavis, H. K. Research-validated management solutions for special and regular educators. Longmont, CO: Sopris West, 800.547.6747.

✓ ***The Tough Kid Tool Box: A Collection of Classroom Tools*** (1994)
Jenson, W. R., Rhode, G., & Reavis, H. K. Provides teachers at all grade levels with classroom-tested, ready to use materials for managing and motivating tough to teach students. Longmont, CO: Sopris West, 800.547.6747.

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Enter a World of Discovery at SCSDB's Summer Camps

CAROL M. MABRY, Special Assistant to the President
KATIE RICE, Director, Public Information
South Carolina School for the Deaf and the Blind

The South Carolina School for the Deaf and the Blind (SCSDB) invites students with sensory disabilities from throughout the state to enter a World of Discovery this summer. The Spartanburg-based school will offer a technology camp and two leadership camps in addition to the four very successful camps offered in previous years. The school will also offer two intensive sign language training programs for professionals and parents of deaf children again this year.

The *Technology Camp*, to be held June 16-22, will be open to children ages 9-16 who are blind and visually impaired. Participants will take advantage of the school's new Cleveland Learning Resource Center scheduled to open in late May. The $3.2 million center was specially designed to meet the needs of individuals who are deaf, blind, or sensory multidisabled. It houses a computer lab, media center and a 14,000 volume library including braille, large print and cassette books. Camp participants will also practice independent living skills and enjoy recreational activities.

Another new addition, the *President's Leadership Camps* have been named in honor of South Carolina's Senate President *Pro Tempore*. Open to a select group of top applicants, the camps have been designed to develop leadership skills that will enhance the future independence, productivity, citizenship, and personal well-being of participants. Two leadership camps will be held-- one for future leaders who are deaf or hard-of-hearing and one for future leaders who are blind or visually impaired. The camps will be open to selected candidates ages 12-16 and will be held July 14-20.

Two camps for children who are blind and visually impaired will be continued this year. The *Performing Arts Camp*, to be held July 14-20, will be open to children ages 9-16. A broad range of musical and theatrical activities will be offered in addition to independent living skills and recreation. The *Enrichment Camp* will be open to children ages 5-8 on June 16-22. This camp will provide individual and small group instruction and evaluation in orientation and mobility, computer technology, and braille.

The school's highly successful *Sports Camp* for deaf and hard-of-hearing children will be held again this year. This camp, to be held June 16-22, will offer children ages 6-14 an opportunity to develop their recreational skills.

Camp Care (Children's Activities and Recreational Experiences) will be offered for sensory multidisabled children again this year. Open to children ages 5-16, the camp will be held June 16-22. Children attending the camp will learn new skills, make friends, and improve their independence through organized activities including swimming, nature study, music, and computer use.

Two intensive sign language training programs for adults will be open to individuals throughout the Southeast. The *Total Sign Language Immersion Weekend*, to be held June 20-23, will include sign language training (beginning through advanced) and an introduction to American Deaf Culture information. Participants in the *Sign Language Institute* will earn three hours teachers' renewal credit if desired. To be offered June 24-29, this program will increase American Sign Language communication skills while providing insight into the deaf community. The Institute is open to individuals with survival level sign language skills or above (able to satisfy basic needs in communication-- can ask and answer simple questions-- has some skill in creating sign utterances.)

Sports campers Robert Yearwood of Greenville and Kenneth Dawkins of Spartanburg join SCSDB School for the Deaf Principal Alton Brant on a balloon ride.

All SCSDB summer programs will be held on the Spartanburg campus of the school. The campus includes an indoor, olympic-size swimming pool, several gyms, and a challenging Ropes Course, among other facilities.

Children's camps will be free of charge to qualified South Carolina residents. There will be a minimal charge for adult sign language programs, but registration fees will be discounted for parents of children who are deaf and hard-of-hearing. Statewide transportation will be provided to the children's camps, but campers will be responsible for transportation home.

For more information or applications for SCSDB's summer programs, contact: Office of the President, South Carolina School for the Deaf and the Blind, 355 Cedar Springs Road Spartanburg, SC 29302-4699, 864.594.3308.

Child Find Public Awareness Campaign Materials

Volume 1, Number 1 of *OPEC Review* reported the Child Find Public Awareness Campaign initiated by OPEC this year. The special education department in each district was sent brochures, campaign buttons, bookmarks, and magnets imprinted with "Child Find. Reaching Families with Children with Special Needs." The four brochures were each designed for a different audience. The brochure for parents is titled "Know Your Rights." A second brochure, for members of the community at large is titled "Community Alert." There is a brochure for universal use by the general public, and a fourth brochure was sent to Childcare Centers and is titled "Childcare Community."

It is anticipated that school districts will ensure that the bookmarks, campaign buttons, magnets, and brochures will be disseminated to clinics, churches, community centers, hospitals, doctors' offices, and so forth. Materials suggest that individuals contact the local school district or 800.922.1107, which is the number of the South Carolina Services Information System (SCSIS), Center for Developmental Disabilities at the University of South Carolina. OPEC will work with SCSIS staff to ensure that callers will be referred to the appropriate contact in each school district.

Watch for public service child find announcements in your newspaper and on your local radio and TV stations. For additional questions regarding Child Find, contact Ms. Norma Donaldson-Jenkins, 803.734.8811.

Spring Institute for Coordinators Held

Approximately 140 coordinators of programs for students with disabilities attended the Spring Institute sponsored by the State Department of Education, Office of Programs for Exceptional Children on March 11 and 12 in Myrtle Beach. The theme for this year's institute was *Discipline: Intervention and Prevention.*

On March 11, Dr. Martin Henley, Professor of Education, Westfield (Massachusetts) State College, provided background information on student violence and the implementation of self-control strategies into the curriculum and IEPs. He is the author of *Teaching Self-Control: An Antidote to School Violence and Behavior Problems* and *The Self-Control Inventory*, and Head of the Preventive Discipline Project.

Ms. Jacqueline M. Rosswurm, Senior Executive Assistant, Division of Internal Administration, State Department of Education, was the luncheon speaker. Participants were entertained during lunch by the Project Beach Singers of Georgetown County School District.

Dr. Trevor Gardner, Professor of Education, Eastern Michigan University presented *Classroom Strategies for Teachers* during the morning of March 12. Dr. Gardner's presentation was followed by a *Showcase of Programs Making a Difference*. Featured community programs included *The School as the Center of the Community Process* (Columbia), the *Columbia Urban League, Incorporated* and *Turn off the Violence Campaign* (Sumter). Showcase high school programs included *Peer Mediation Program* (Rock Hill), *C.A.P.S.* (Columbia), *Project GOAL* (Columbia), and *Kimmie's Kids* (Lake City). The following middle school programs were showcased: *Conflict Management Training/Peer Mediation* (Newberry), *Boy-To-Boy and Girl-To-Girl Talknet Programs* (Charleston), and *Success* (Surfside Beach). Showcase alternative programs included *Simpson Academy* (Easley), *Back in Control* (Horry County), and *Behavior Management Training for Expelled Students* (Sumter).

Crisis Intervention Training

A committee was appointed by the State Board of Education to study the needs of children who are emotionally disabled. In its 1991 report to the Board, the committee identified specific problem areas and recommended solutions in four areas: training and certification; retention of teachers of children with emotional disabilities; program, curriculum, and administration; and community, district, and statewide issues.

One of the recommendations was the provision of statewide training in crisis intervention. A committee of local district personnel reviewed various training programs and recommended that the Crisis Intervention Program offered by the National Crisis Prevention Institute in Brookfield, Wisconsin be utilized as the model in South Carolina.

The intent of this initiative was and continues to be to prepare service providers with intervention strategies emphasizing the care, safety, and welfare of staff and student to de-escalate inappropriate aggressive behaviors and manage crisis situations. During the four day Instructor Certification Program participants develop skills in crisis intervention techniques as well as acquire proficiency for training others.

The training is comprised of four phases. Phase One is designed to teach basic skills and techniques of nonviolent crisis intervention. Phase Two focuses on teaching techniques participants can utilize to teach basic skills and techniques. Phase Three is an instructor practicum that affords participants an opportunity to develop their presentation skills. The program concludes with Phase Four, which is a review and written examination. Participants receive an Instructor's Manual designed to assist them during their in-service training. OPEC has available on a loan basis, training tapes that can be utilized to assist participants in providing instruction to personnel within their respective districts.

Since its inception approximately 200 individuals in South Carolina have received intervention training with the most recent training having been held in Columbia on February 6-9, 1995. Trainees included teachers, aides, guidance counselors, principals, coaches, psychologists, and district administrators. For additional information or potential training you may wish to contact your district Coordinator of Special Education to determine if there is a certified trainer within your district.

Interagency System for Caring for Emotionally Disturbed Children (ISCEDC)

Established by state law in 1984-1985, the Interagency System for Caring for Emotionally Disturbed Children (ISCEDC) is an integrated effort to improve services for children who are in the custody of the Department of Social Services and who need therapeutic out-of-home care. The goal of the ISCEDC is to transition children from therapeutic placements into community settings, and to return them to their families when possible.

Each county has an Interagency Staffing Team (IST). The IST determines if a child meets ISCEDC criteria, identifies and authorizes an interim placement for children not already in therapeutic care, designates a lead agency, and assumes general fiscal oversight for the county's ISCEDC budget and overall planning.

Agencies participating in each county's IST must include Department of Social Services, Mental Health Center (or satellite center), and the local office of the Continuum of Care for Emotionally Disturbed Children. Except in cases when it is not in the best interests of the child, the child's parents or legal guardians may be invited to participate. In addition, representatives from the Department of Developmental Disabilities and Special Needs, as well as agencies such as family court, education, juvenile justice, vocational rehabilitation, and others can offer necessary expertise. A representative from the respective school district should attend placement meetings and agree to the placement of a child in a residential setting.

All school districts involved in ISCEDC residential placements should send applications (Financial Aid Grant Application, SDE 29-05107) to Dr. Ora Spann or Mrs. Ellen Carruth, 1429 Senate St., Columbia, SC 29201. Additionally, school districts should contact Dr. Spann or Mrs. Carruth if they are involved in a county interagency staffing team meeting, if they do not agree with the placement of a child and the case is being referred to the Children's Case Resolution System (CCRS).

Corrective Action Plan (CAP)

During March, 1995, the Office of Special Education Programs (OSEP), U.S. Department of Education, conducted an on-site review of the South Carolina Department of Education's implementation of the Individuals with Disabilities Education Act. The Corrective Action Plan (CAP), which was developed to respond to the citations included in the monitoring report, has recently received approval from OSEP. The Office of Programs for Exceptional Children is currently in the process of working with school districts and other agencies serving students with disabilities to address issues in the CAP and provide on-going technical assistance. Contact Lois Stephenson (803.734.8221) for additional information.

STATE DEPARTMENT OF EDUCATION OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN
1996 SPRING AND SUMMER TRAINING FOR SCHOOL DISTRICT PERSONNEL

More up-to-date information regarding specific training dates and sites for the conferences will be sent to school District Superintendents and Coordinators of Special Education in a separate mailing at a future date. Should you wish to attend any of these training sessions, please contact your district special education coordinator for registration details.

Title	Description	Date/Location	Contact Person
Assessment/Assessment Accommodation Teleconferences	Development, implementation and accommodations of statewide assessment programs and inclusion of students with disabilities.	5-8-96 Registration Deadline: 4-26-96 Location: 1,2,3,4	Jean Schwartz (734.8223) Kathy Fender (734.8384)
Nature & Needs of OI & OHI	Required course for OH certification.	TBA	Jean Schwartz (734.8223)
Interagency Basic Job Coaching Training	Job coaches of less than a year develop skills in job development, job placement and training, and follow-along. Enrollment limited.	18-20; 9/10-12/96 Registration Deadlines: 5/17, 8/9/96 Locations: 6,7	Kathy Fender (734.8384)
Stuttering	Class for speech therapists.	6/10-6/14 & 6/28/96 Registration Deadline: 6/1/96 Location: 11	Cindy Clark (734.8212)
Language Disorders	Class for speech therapists.	6/10-6/14 & 6/28/96 Registration Deadline: 6/1/96 Location: 12	Cindy Clark (734.8212)
Apraxia	Class for speech therapists.	6/10-6/14 & 6/28/96 Registration Deadline: 6/1/96 Location: 14	Cindy Clark (734.8212)
Generic Speech Disorders	Class for speech therapists.	6/10-14 & 6/28/96 Registration Deadline: 6/1/96 Location: 15	Cindy Clark (734.8212)
Augmentative Communication/ Assistive Technology	Class for speech therapists and teachers of students with hearing impairments.	TBA	Cindy Clark (734.8212)
Functional Curriculum for Transition	Course for teachers on implementation of transition services.	TBA	Kathy Fender (734.8483)
Nature & Characteristics of Autism	Teachers and psychologists receive information about autism.	TBA	Kathy Fender (734.8483)
Procedures for Educating Students with Autism	Teachers receive information to implement appropriate curricular and instructional practices.	TBA	Kathy Fender (734.8483)
1996 Preschool Special Education Summer Conference	Designed for teachers and others working with preschoolers with disabilities and their families.	6/11-13/96 Registration Deadline: 5/10/96 Location: 10	Norma Donaldson-Jenkins (734.8811)
Teaching Preschool Children with Disabilities: Curriculum Development & Implementation	Teachers learn to implement developmentally and/or individually appropriate curriculum and instruction practices.	Summer 1996 Registration Deadline: 5/7/96	Norma Donaldson-Jenkins (734.8811)
Teaching Preschool Children with Disabilities: Developmentally & Individually Appropriate Practices	Teachers learn intervention strategies and how to work with parents to promote more effective management of individual education programs.	Summer 1996 Registration Deadline: 5/7/96	Norma Donaldson-Jenkins (734.8811)
Working with Preschool Children with Disabilities: Assessment	Workshop will emphasize authentic performance-based assessment in IEP development and implementation.	TBA	Norma Donaldson-Jenkins (734.8811)
Students with Special Needs & The School Counselor: Effective Strategies	Course explores educational, personal, and social issues confronting students with special needs.	TBA	Gail R. Fielding (734.3266)
Parenting Workshop for Parents of Children With and Without Disabilities	One day workshop will assist parents in understanding federal and state guidelines and disabilities services.	TBA	Gail R. Fielding (734.3266)
Nature & Needs in the Education of Children & Youth with Deaf Blindness	Summer Institute offering 3 hours of graduate credit.	7/8-12 & 7/31/96 Registration Deadline: 5/24/96 Location: 9	Suzanne Swaffield (734.8222)
Co-Teaching/Collaboration & Behavioral Intervention Techniques	Summer Institute for regular/special education teacher teams planning to co-teach for the first time in 1996-97.	7/15-17/96 Registration Deadline: 4/30/96 Location: 10	Carolyn Knight (734.8784)
Project Read	Project Read is a systematic direct multisensory program. Phonology and comprehension strands are included.	7/22-26/96 Registration Deadlines: 5/6/96 Location: 10	Carolyn Boney (734.8788)
Medicaid School-Based Services Training	Special education coordinators will receive information about Medicaid Bulletins and the revised Quality Assurance Review tool.	6/20/96 Registration Deadline: 6/7/96 Location: 16	Loretta R. Price (734.8778)
Mild/Moderate Course	Teachers learn "best practices" regarding teaching students with mild and moderate disabilities.	9/96 Registration Deadline: TBA Location: TBA	Claudia S. Greene (734.8342)

1 = DHEC, Peeples Auditorium, Columbia. 2 = Greenville Technical College. 3 = Florence-Darlington Technical College, Florence. 4 = Technical College of the Lowcountry, Beaufort. 5 = SC Vocational Rehabilitation Department, Columbia. 6 = Piedmont Technical College, Greenwood. 7 = DDSN Coastal Region Office, Charleston. 8 = Midlands Technical College, Columbia. 9 = University of South Carolina-Columbia. 10 = Quality Inn Northeast, Columbia. 11 = University of South Carolina-Aiken. 12 = University of South Carolina-Lancaster. 13 = Columbia. 14 = University of South Carolina-Spartanburg. 15 = Airport High School, Columbia. 16 = The Margaret H. Miller Cosmetology Center, Columbia.

1996 Calendar of Events

- ***April 29-May 3, 1996/New York, NY/Crowne Plaza/212.563.7474/ex.140***
  The Changing Face of Developmental Disabilities/17th Annual International Conference on Developmental Disabilities

- ***May 2-3, 1966/Charleston, SC/Charleston Speech & Hearing Center/803.552.1212***
  Central Processing Disorders Conference/Dewar Holmes Series

- ***May 17, 1996/Columbia, SC/Quality Inn NE/803.734.8806***
  Corrective Action Plan Update/District Coordinators of Special Education/SDE/OPEC/Contact: Lois Stephenson 803.734.8221

- ***May 18-19, 1996/Spartanburg, SC/Converse Psychology Department/864.596.9725***
  Behavioral Interventions in Autism: Drs. Lovaas & Rimland

- ***June 11-13, 1996/San Antonio, TX/Marriott Rivercenter/800.424.3688***
  American Association on Mental Retardation Annual Conference

- ***June 20-23, 1996/Washington, DC/Hyatt Regency/212.304.5251***
  Head Start's Third National Research Conference

- ***June 24-28, 1996/Aspen, CO/Inn at Aspen/919.847.2242***
  Enhancing Special Education for the 21st Century/Summer Institute

Office of Programs for Exceptional Children
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

OPEC Review

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Teachers as Collaborators: The Challenge of Co-Teaching

Linda K. Elksnin, Ph.D.
The Citadel

Co-teaching is a natural outgrowth of the educational movement to include greater numbers of students with disabilities in the regular classroom. Other terms used to describe this approach include team teaching, cooperative teaching, and collaborative teaching. Co-teaching occurs when two educators jointly deliver instruction to a group of students primarily in one classroom. One form of co-teaching is when general and special educators teach in a classroom that includes some students who have identified disabilities (Adams, Cessna, & Friend, 1993).

Special and general education teachers often express an interest in co-teaching, but are hesitant about trying this approach. They observe highly effective co-teachers who anticipate each other's words and movements and believe they will never be able to competently co-teach. It's important to put co-teaching in perspective. Co-teachers who anticipate each other's instructional moves did not start out this way. The relationship between co-teachers evolves over time. There are several approaches to co-teaching you may wish to consider before you enter into a partnership with a colleague (Friend, 1992):

One teach, one observe. When this approach is used, one teacher assumes primary instructional responsibility, while the other teacher observes a student or groups of students. For example, one teacher instructs the class on how to monitor comprehension while reading content materials, while another teacher observes a target student applying comprehension strategies. It may be appropriate to use this approach in new co-teaching situations or when teachers have academic or behavioral concerns about a student.

One teach one drift. One teacher instructs the class, while the other monitors and assists students. For example, while one teacher instructs the class regarding classification of animal phyla during a biology lesson, the other teacher circulates around the room to ensure that cooperative groups classify pictures of animals correctly. This approach may be appropriate to use in new co-teaching situations, when one teacher has expertise about a subject, or when the lesson is more effectively taught by one instructor.

Station teaching. With station teaching, the class and the instructional content are divided. During the reading period, one teacher may teach a phonics lesson and the other teacher may teach a lesson related to cause-and-effect. The two groups are switched so that students receive instruction from both teachers. This approach is useful when instruction includes several topics, when content is complex but not hierarchical, or when a review session is planned. A third station can be added to allow students to complete practice activities independently.

Parallel teaching. Parallel teaching is similar to station teaching except that the *same* content is taught by both teachers to different groups. For example, both teachers teach their groups how to derive text meaning by using parts of the book such as the title page, table of contents, headers, glossary, and index. This model is useful when instruction is more effectively delivered in small groups.

Alternative teaching. One teacher works with students who failed to master previously introduced material, while the other works with the rest of the class. For example, one teacher might work with a group of students on how to use a story frame, while the other teacher instructs the class how to use a more complex variation of the story frame. Or one teacher presents a spelling lesson from the basal text, while the other teaches a small group of students with spelling problems words using a visual-auditory-kinesthetic instructional approach. Alternative teaching may be appropriate when enrichment activities are planned, when students' levels of mastery are varied, or when high levels of mastery are required of all students.

Team teaching. Both teachers teach the entire class, with each teacher assuming responsibility for parts of the lesson. During a lesson devoted to finding the main idea, teachers take turns

(Continued on Page 3)

Integrated Preschool Class Sumter District 17 (see page 4)

Focus: Collaboration

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OPEC Review

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interagency cooperation

A Tradition of Community

Nancy Cassity Dunlap, Ph.D.
Senior Executive Assistant
Division of Collaboration

The legacy of linking communities, families, and schools is ingrained in the rich tapestry of our history; indeed, the fabric of our communities has been enriched by the warp and woof of family and school, and the loom is *Collaboration.* South Carolina has a proud heritage of collaboration; indeed, some of the early programs were international demonstration models for community development.

The pattern of this fabric has its origins in the settlement houses of the urban north and the lay-by or field schools of the rural south, and the Social Centers of the late nineteenth century; the texture derives from the Chautauqua experiments, the Lyceum programs, Granges, guilds, and the Playground Movement of the early 1900's, and with the relief efforts of the recovery programs of the Depression (FERA, WPA). When we include the Cooperative Extension Service, we discover that South Carolina was an exemplary leader in collaboration.

The *Social Center* initiative, of which schools were the community centers for recreation, health, social, vocational, cultural, and educational activities, began at the turn of the century. A study undertaken in South Carolina in 1912 indicated that there were strong Social Center programs throughout the state, with activities including athletics, Lyceum courses, public libraries, Scouts, YMCA, health services, civic clubs, and chambers of commerce.

Studies in 1940, 1944, 1948, and 1954 identified comprehensive school-based collaborative programs in *Greenville* County, *Lee* County (Ashwood Plantations, a rural resettlement program of the Farm Security Administration in the 1930's), *Charleston, Cottageville* (in Colleton County), *Sumter* (Miller Elementary School), *Green Sea* (in Horry County), *Camden,* and *Oconee County,* most of which provided recreational, social, cultural, health, vocational, and educational activities for children and their families.

Two of the most illustrious examples were at opposite ends of the state, each formed to respond to compelling social issues. The *Penn School,* on St. Helena Island near Beaufort, was established in 1862 by three young women, representing an association of religious organizations, to provide basic academic instruction for the island's former slaves who remained after the white landowners fled the Union occupation. From this basic instruction, the school offered agricultural and industrial training, and ultimately "the island became the school." Programs, based on locally determined needs, included a center for adult vocational training, a community center (which still stands); health programs to address infant mortality, nutrition, malaria, and sanitation; a school farm; a credit union; and a community council. This became an international model for community development; indeed, the influence of the Penn School ranged from the Gold Coast of Africa to India. It exists today on its original breathtaking, moss-shrouded site, a national Historic Landmark known presently as Penn Center.

Another touchstone in collaboration was *Greenville,* with the consolidation of fourteen schools into the Parker School District in 1923. What was to happen there over the next twenty years became yet another national model for community development. With the theme "helping people to help themselves," the community created a school system that featured staff development programs for teachers; a community maternity shelter; health couriers for door-to-door health screening; a "schoolmobile" that traveled the district demonstrating cooking, preventive health care, and the like; adult basic education and parenting skills in homes, factories, and schools; vocational training for youths; job placement services; and Parker People's College, a partnership between the schools, Furman University, and Greenville Woman's College that developed recreational, cultural, educational, social, civic, and various other programs with the community denizens. This proved to be so popular that other local Community Schools were formed; some of their achievements included a cooperative store, a community cannery, a federally chartered credit union, a health clinic, a branch of the public library, hot lunches, increased achievement among the school children, and a spirit of cooperation among community members; this was true *Community Education.*

The contemporary corollary of Community Schools, the shuttle in this loom, may be *Full-service schools,* those that use an inter-agency approach to provide on-site services to meet the educational, health, recreational, cultural, social, and other human service needs of children and their families. Relying on the best practices of the past and weaving in the needs of modern families, in the best spirit of collaboration, Community Education--with its fabric of home, school, and community, its richness, texture, and variety of patterns--thrives yet again in South Carolina. It is because of this legacy that we are now able to create a climate favorable for more intensive collaboration with public and non-profit agencies, with churches and temples, with libraries, the arts, higher education, business and industry, parents, organizations, and all of the community stakeholders.

It is this vision for collaboration that in 1993 led the chiefs of various state agencies to craft the *"Families First" Vision Statement,* that declared:

> . . . We express our commitment to work in concert with families and local communities to ensure the best services for children and their families . . .
>
> . . . We seek to develop partnerships at the state and local levels with the business community, the religious community, the private, non-profit and voluntary sectors, civic and local governmental entities and *community schools* to address the needs of children and families in South Carolina.

We are proud to be leaders in this movement toward collaboration because, as we have said so often, *It takes a village to raise a child, and it takes a community to educate.*

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(Continued from Page 1)

introducing students to strategies they can use to identify the main idea of a paragraph. Or teachers co-teach social skills such as resisting peer pressure by role playing. This approach is appropriate when co-teachers are experienced, when instruction benefits from multiple teachers, or when interaction is an important goal of instruction.

Often, teachers and administrators regard the last model as the only approach to co-teaching. The other approaches may be equally effective depending upon the characteristics and needs of students, characteristics and needs of teachers, characteristics and structure of curricular content, and pragmatic issues such as classroom space and amount of instructional time (Friend & Cook, 1994). For example, the amount of planning time for *one teach, one observe* and *one teach, one drift* is relatively low. The planning demands increase for *parallel teaching, station teaching*, and *alternative teaching*, with *team teaching* requiring the highest level of planning. Teachers may wish to begin using one approach and then substitute another approach that requires a higher level of collaboration.

Adams, Cessna, and Friend (1993) interviewed successful and less successful co-teaching teams and identified several important considerations:

Share a common set of beliefs. First and foremost is that co-teachers share a common set of beliefs that guide their instruction.

Volunteer to co-teach. Administrators need to recognize that mandatory collaboration is rarely successful. Allowing teachers to volunteer to co-teach will result in effective co-teaching that will sell itself to other teachers.

Certain personal prerequisites foster effective co-teaching. Having a set of common knowledge and skills, having discipline-specific knowledge and skills, and having personal characteristics that enable co-teachers to work effectively with other adults are essential prerequisites. It is important to remember that general and special educators are trained to work with children, but may not have skills to collaborate effectively with colleagues.

Certain classroom dynamics foster effective co-teaching. Co-teachers must clearly define their classroom roles and responsibilities, and thoughtfully monitor their efforts.

External supports are essential. Administrators must support co-teaching and provide co-teachers with appropriate professional development activities. Administrators promote co-teaching by providing co-teachers with planning time, selling the program to parents, and rewarding co-teaching efforts.

Co-teaching is an exciting alternative to traditional instruction. When entering into teaching partnerships, consider the wide array of co-teaching models and select those that fit the needs of your students and the your abilities and those of your colleague.

The Office of Programs for Exceptional Children continues to provide opportunities for teachers to increase their co-teaching knowledge and skills. Last summer OPEC sponsored a three day summer institute entitled "Co-Teaching/Collaborative Teaching." More than 150 special educators, general educators, and administrators were in attendance and will be invited to attend follow-up training August 5-6, 1996. On July 13-15, 1996 a beginning training session will be conducted for a new group of participants. This training will be identical to the institute conducted last summer. Toni Downey and Sherri Miller, co-teachers and consultants from Wake County (NC) Public Schools are serving as the trainers for this initiative.

Recommendations for Prospective Co-Teachers

1. Gain and maintain administrative support.
2. Co-teach with willing and interested volunteers.
3. Start small and slowly.
4. Plan together on a regular basis.
5. Keep channels of communication open.
6. Be honest about your own feelings and needs.
7. Be open to new ideas and techniques.
8. Be flexible.
9. Co-teach with professionals you respect.
10. Evaluate student performance on an ongoing basis.
11. Pat each other on the back regularly.

See page 6 for collaboration resources.

news from districts/agencies

An Inclusion Program at Aiken County Career Center: Meeting the Needs of All Students

Brenda Price
ACCC Academic Coach

Special education students, regular students, and special needs students from five area high schools merge under one roof at the Aiken County Career Center (ACCC). Support services to meet the needs of all students on campus are delivered by a new and different type of teacher, the Academic Coach.

The title, Academic Coach, was designed to destigmatize being labeled a special education student. As special education high school students leave their home school resource or self-contained classes, they enter ACCC with hopes of not being recognized as "different." The Academic Coach's office is located in the main section of the school, a convenient location for students to stop by for assistance. Using the inclusion model, the coach's office is not considered a special education classroom, as services are available to all students.

The Academic Coach monitors special education students' progress, maintains special education paperwork, provides group or one-on-one tutorial services, modifies and adapts tests, consults daily with occupational instructors, implements behavioral contracts, and collaboratively writes and monitors IEP goals for eleven Trade & Industry courses. General education students and special needs students (i.e., ESL students, academically and economically disadvantaged students, students with juvenile court-related incidents, and students living in foster homes) are encouraged to take advantage of academic remediation and counseling services. Co-teaching is offered as a service to any T&I instructor on campus. Up-to-date instructional technology is available in the form of an interactive video system designed to promote the integration of academic and vocational instruction.

Aiken County Career Center encourages students to participate in the development of their own individualized transition plans. Youth apprenticeships, cooperative education programs, and other school-to-work opportunities offer an array of training options for all students. The Academic Coach provides meaningful and specialized services, which facilitate a successful transition from high school to a viable career. For further information, contact Brenda Price at 803.593.7300.

Integrated Preschool Program

Ann Eldridge
Bunni Russell
Kingsbury Elementary School
Sue Lutz, Director
Special Projects and Assessments

Kingsbury Elementary School is the site of an integrated preschool program. Three- and four-year-olds with developmental delays are integrated in the four-year-old compensatory program. Over time, these children have blended into one large, smoothly-functioning class of eager and excited preschoolers. With the total support and encouragement of the administration, this pilot program has blossomed into an extremely successful and rewarding educational model.

Teachers have observed remarkable improvement in language and socialization of children with developmental delays who attend class with their nondisabled peers. Nondisabled peers observe peers with developmental delays participate fully in their general education classroom, leading to acceptance of children who are disabled.

Teachers credit program success to the emphasis on child-centered, rather than teacher-centered, instruction. Teachers adopted a child-centered curriculum, the *High Scope Program*, which includes a plan-do-review component and the Child Observation Record (COR). During plan-do-review, the children gather into small groups and plan what they will do during "worktime." These plans, depending upon the needs of the child, can be as simple as pointing to an area, or as complex as providing written plans with three or four choices.

COR includes observation and development of anecdotal reports. Computer access to observation notes allows teachers to implement data-based programs. These assessments give parents a clear picture of their children's progress. COR assessment data also are used to develop long-term goals and short-term objectives for students with and without developmental delays.

Inclusion presents challenges rather than roadblocks, as long as one can be flexible and creative. The satisfaction of seeing tremendous leaps in development and achievement by all children, makes educators in Sumter 17 more determined than ever to continue this program. Contact Sue Lutz, 803.469.8536, for further information.

Early Head Start Grant at Sumter District 17

Sue Lutz, Director
Special Projects and Assessments

The Early Head Start Program serves children birth to three and their families, complementing the original Head Start Program, which serves children three to five. Sumter's Early Head Start Program, in collaboration with several community agencies, administers three developmental centers that allow adolescent parents to continue their education, while remaining their child's most important teacher. The goal of the program is to meet the needs of each child by advancing their physical, social, emotional, and intellectual development.

A staff of approximately 25 provides positive guidance and promotes a supportive, nurturing, enriching, and empowering relationship between parent and child. The program provides information to adolescents that will allow them to make informed decisions about their children. The foundation for a high quality Early Head Start Program is having parents, community, and school working together.

For further information contact Sue Lutz at 803.469.8536.

SCCEC College Bowl

Susan P. Gurganus, Ed.D.
College of Charleston

For the second consecutive year the College of Charleston team won the annual College Bowl sponsored by the student division of the South Carolina Council for Exceptional Children (SCCEC). Team members Dee Cramer, Keri Henderson, Jill Tate, and Ann Molintas faced fast-paced questions through two rounds of competition Friday, February 23 and Saturday, February 24 before being declared the winners. The College of Charleston team, advised by Dr. Frances Courson, was challenged by outstanding teams from South Carolina State, Winthrop, Furman, Lander, and Clemson. Each team was cheered by a large group of supporters. After the Saturday morning round, the student chapter of SCCEC held its annual business meeting. These students are learning important lessons about participating in professional organizations, including ways to network with other special educators.

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news from districts (cont'd.)

T2 = Terrific Transition

Judy Holmes, Special Services Director
Kate Martin, Manning Middle School TMD Teacher
Stacy Green, Manning High School TMD Teacher
Clarendon County School District Two

Clarendon County School District Two is working hard to ensure effective transition from school to work for students in classes for the Trainable Mentally Disabled (TMD). Programs to meet these students' needs have been developed at both the middle and high school levels.

During the 1994-1995 school year, the Food Services Director hired six students who were enrolled in a self-contained TMD class at Manning Middle School. Students were first trained to practice good hygiene as food service workers. Each student was then trained for a specific job. Job responsibilities included keeping a salad bar stocked, filling milk boxes, stocking pantry shelves, filling napkin holders, putting away dishes, sorting silverware, washing pots and pans, wiping tables, emptying trash, sweeping and mopping floors. Wearing their Manning Monarch staff shirts, these students greet fellow cafeteria workers with smiles and a demonstrated willingness to work. Students are rewarded for their hard work when they are handed their paychecks. Paid bi-monthly just as other district employees, they endorse their checks in order to cash them at area banks. Their greatest reward is spending their hard-earned money.

Cooperation with the Clarendon County Disabilities and Special Needs Board has provided students enrolled in the TMD class at Manning High School with many exciting opportunities. Coordination of job-site visits, job readiness classes, job training, and social events has enriched the students' instructional program.

An obvious advantage of these cooperative programs is that students have become motivated to look beyond high school to the future. Seniors are particularly excited about the transition from school to work. The cooperative programs bridge the gap between school and work, providing students with a plan for the future before leaving high school. Contact Judy Holmes at 803.435.4435 for further information.

OPEC update

State Plan

South Carolina's fiscal year 1994-1996 state plan under the Individuals with Disabilities Education Act (IDEA) has been in effect and this would have been the fiscal year during which a revised state plan for fiscal year 1997-1999 would be submitted. However, owing to extensive revisions anticipated with the IDEA reauthorizatio· Office of Special Education Programs, U.S. Department of Education is permitting states to continue to operate under current plans for fiscal year 1997. South Carolina is exercising this option, as many revisions are anticipated under reauthorization. Contact Lois Stephenson (804.734.8221) for additional information.

Testing Students with Disabilities

Currently all public school students in grades 4, 5, 7, 9, and 11 are required to take the Metropolitan Achievement Tests, Seventh Edition, Form T (MAT7), published by the Psychological Corporation. Students with disabilities under either the IDEA or Section 504 for whom testing is determined inappropriate may be exempted. However, decisions regarding participation in state-wide testing must be made on an individual basis. School districts cannot exempt students with disabilities as a group from testing. Decisions regarding participation in testing must be made by either the student's IEP or 504 committee.

Districts may purchase Form S of the MAT7 from the Psychological Corporation to administer to students in grades not included in the state-wide testing program (i.e., Grades 1, 2, 3, 6, 8, 10, and/or 12), or to administer to students who have taken the MAT7, Form T, but for whom additional test data are needed. According to the Psychological Corporation, MAT7, Forms S and T scores should be regarded as identical. If a student's IEP or 504 plan stipulates that it is inappropriate for the student with a disability to participate in the statewide testing program, neither Form S or Form T of the MAT7 should be administered. Students with disabilities who participate in the testing program should be administered the MAT7, Form T, and not the MAT7, Form S or Stanford 8 tests. For further information, contact Greg McCarthy at 803.734.8783.

Corrective Action Plan (CAP)

During March, 1995, the Office of Special Education Programs (OSEP), U.S. Department of Education, conducted an on-site review of the South Carolina Department of Education's implementation of the Individuals with Disabilities Education Act. The Department's Corrective Action Plan (CAP) has recently received approval from OSEP. The Office of Programs for Exceptional Children continues to provide technical assistance to school districts and other agencies serving students with disabilities to address issues in the CAP. Contact Lois Stephenson (804.734.8221) for additional information.

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Collaboration Resources You Can Use

BOOKS AND ARTICLES

Effective Programs for Students At Risk (1989). Slavin, R.E., Karweit, N. L., & Madden, N. A. A practical synthesis of the latest research on what works to enhance the achievement of at-risk elementary students. Boston: Allyn and Bacon. 800.852.8024.

Handbook for Successful Inclusion (1996). Kochar, C. A., West, L., and Taymans, J. Includes strategies and resources for implementing inclusive programs. Frederick, MD: Aspen Publishers, Inc., 800.638.8437.

Inclusion: Moving Beyond Our Fears (30 articles)
Hot Topics Series (1994) published by Phi Delta Kappa, 800.766.1156.

Least Restrictive Environment: Inclusion and Students with Disabilities: A Legal Analysis. Yell, M., *The Journal of Special Education.* (1995), (28)4, 389-404.

Speech-Language Pathologists' Perceptions of Integrated Service Delivery in School Settings. Elksnin, L., & Capilouto, G.J., *Language, Speech, and Hearing Services in the Schools,* (1994), (25), 258-267.

Preventing Early School Failure: Research, Policy, and Practice (1994). Slavin, R. E., Karweit, N. L., & Wasik, B. A. Comprehensive, direct comparison of programs designed to prevent failure in the early grades. Boston: Allyn and Bacon, 800.852.8024.

Teaching Children with Special Needs in Inclusive Settings (1995). Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. A welcome change to traditional introductory special education texts. Boston: Allyn and Bacon, 800.852.8024.

MATERIALS

Creating Inclusive School Communities: A Staff Development Series for General and Special Educators (1996) York-Barr, J. This three-module staff development program is designed to provide participants with information about curriculum, instruction, and collaboration designed to promote inclusive programs. Baltimore: Paul H. Brookes, 800.638.3775.

C.L.A.S.S. A.C.T.: Collaborative Language and Speech Services: Alternative Classroom Treatment (1995). This trainer's manual includes information, supplementary articles, and overhead transparencies. Florida Department of Education, 904.488.1879.

Lesson Plans and Modifications for Inclusion and Collaborative Classrooms (1995). Includes curriculum modifications that teachers can use for K-12, including lesson plans related to classroom management, social skills, science, physical education, mathematics, social sciences, language arts. Order through the Council of Administrators of Special Education, 505.243.7622.

The Inclusion Facilitator (1994). Dover, W. Workbook designed to provide school personnel with information to develop programs for students with special needs. Order through the Council of Administrators of Special Education, 505.243.7622.

A Principal's Guide to Creating A Building Climate for Inclusion (1995). Van Dover, T. Provides building-based administrators with presentation material and follow-up activities that can assist faculty in offering inclusive programs. Order through the Council of Administrators of Special Education, 505.243.7622.

VIDEOS

ADHD: Inclusive Instruction and Collaborative Practices (1995). Video produced by LRP Publications, 800.341.7874.

The Face of Inclusion-A Parent's Perspective (1995). Video produced by LRP Publications, 800.341.7874.

Facing Inclusion Together Through Collaboration and Co-Teaching (1995). Video featuring Marilyn Friend, produced by the Council of Administrators of Special Education, 505.243.7622.

Inclusion (1995). Three videotapes comprise this comprehensive staff development series produced by the Association for Supervision and Curriculum Development, 800.933.2723.

Inclusion: Heaven or Hell? (1995). Video produced by LRP Publications, 800.341.7874.

The Power of Two: Making a Difference Through Co-teaching (1995). Video featuring Marilyn Friend, produced by the Council of Administrators of Special Education, 505.243.7622.

Special Education for Regular Educators (1995). Video produced by LRP Publications, 800.341.7874.

COLLEGE AND UNIVERSITY SUMMER COURSE OFFERINGS*

CITADEL/UNIVERSITY OF CHARLESTON, Dr. Linda Elksnin, 803.953.5248; Dr. Frances Welch, 803.953.5613
Classroom Management, May 13 to June 27
Advanced Classroom Management, May 13 to June 27
Learning Styles, May 13 to June 27
Introduction to Exceptional Children & Youth, June 6 to July 11
Technology Application in Special Education, June 6 to July 11
Procedures for Exceptional Students in Regular Classes, July 1 to August 8
Exceptional Child in the School, July 8 to August 9

CLEMSON UNIVERSITY, Dr. William Fisk, 803.656.3483
EH Characteristics, Summer I
LD Characteristics, Summer I
MH Characteristics, Summer I
MH Procedures, Summer I
EH Procedures, Summer I
LD Procedures, Summer I
LD Practicum, Summer I
EH Practicum, Summer I
MH Practicum, Summer I
Math for Exceptional Child, Summer II
Administration for Exceptional Children, Summer II
Exceptional Child, Summer II
Special Courses:
Functional Skills for Transition, June 17-20 and 24-26 (Columbia area)
Characteristics of OH and OHI, July 8-12 (Columbia area)
Adv. Problems in Multicultural Assessment
Supervised Internship in Multicultural Assessment, June 2-July 3 (Southwest area)

COLUMBIA COLLEGE, 803.786.3871
Sign Language & Hearing Impaired (1 credit), May 13-31
Practicum in Learning Disabilities, May 13-31
Educational Measurement & Evaluation, June 5 to July 1
Diagnostic-Prescriptive Teaching with Practicum, June 5 to July 1
Methods & Materials for Learning Disabilities, July 8 to August 1

CONVERSE COLLEGE, Dr. Karen Carmean, 803.596.9017
Introduction to Exceptional Children, Summer I
Psychology of Deafness, Summer I
Attention Deficit, Summer I
LD Practicum, Summer I
EH Practicum, Summer I
Characteristics EH, Summer I
Teaching Language to the Deaf/Hearing Handicapped, Summer II
Augmentative Community, Summer II
Introduction to LD, Summer II
Educational Procedures LD, Summer II
Educational Procedures EH, Summer II

ERSKINE COLLEGE, Ms. Cheryl Light Schriner, 864.379.8771
Methods & Procedures of Educating Students with Autism, Wednesdays and Saturdays, 9:30 a.m. to 3:30 p.m., beginning 6/26 and ending 7/31

FRANCIS MARION UNIVERSITY, Dr. Michael Madden, 803.661.1460
Introduction to the Exceptional Child, Summer I
Characteristics of LD, Summer I
Psycholinguistics, Summer I
Math/Divergent Learner, Summer I
Reading/Divergent Learner, Summer I
Administration/Special Programs, Summer I
Management of Classroom Conflict, Summer I
Characteristics of the Divergent Learner, Summer II
Procedures of Learning Disabilities, Summer II
Individual Appraisal, Summer II

FURMAN UNIVERSITY, Dr. Shirley Ritter, 864.294.3086
Nature of Learning Disabilities, Summer I
Procedures of Learning Disabilities, Summer I
Procedures of Mild Mental Retardation, Summer I
Assessment for Mild/Moderate Disabilities, Summer I
Meeting the Emotional & Behavioral Needs of Students in the Classroom (2 credits), Summer I
Practicum in Learning Disabilities, Summer II
Practicum in Emotionally Handicapped, Summer II
Practicum in Mental Retardation, Summer II
Group and Individual Behavioral Interventions, Summer II

LANDER UNIVERSITY, Dr. Robert G. Monahan, 864.388.8252
The Student with Special Needs in the Regular Classroom, Tuesdays & Thursdays, 4:30 to 8:30 p.m., May 2-23
Practicum in Special Education,: LD, MR, EH, OH, TBA
Characteristics of Persons with Learning Disabilities, June 20 to July 11, 8:00 a.m. to 10:30 p.m.
Teaching Persons with Learning Disabilities, July 12 to August 5, 8:00 a.m. to 10:30 a.m.

NEWBERRY COLLEGE, Dr. Wilhide, 803.321.5202
Middle School: Organization & Curriculum, July 8 to August 8
Classroom Management: Middle & Secondary School, July 8 to August 8

UNIVERSITY OF SOUTH CAROLINA, Dr. Kathleen J. Marshall, 803.777.5743
Introduction to Exceptional Children, June 3 to July 3, July 9 to August 9
Educational Procedures Mental Retardation, June 3 to July 3
Practicum in Instruction, EH, ECSE, June 3 to July 3
Issues in Special Education, June 3 to July 3
Applied Behavior Analysis, June 3 to July 3
Characteristics of LD, July 9 to August 9
Managing Problem Behavior in Classroom, July 9 to August 9
Practicum in Instruction, July 9 to August 9

WINTHROP UNIVERSITY, Dr. Susanna Duckworth, 803.323.2453
Exceptional Child, June 10 to 28, 1:00 to 4:00 p.m.
Mental Retardation, June 3 to 28, 10 a.m. to 12 noon
Educational Implications of Exceptional Individuals, June 10 to July 10, 10 to 11:45 a.m.

**** Courses are three credit hours unless otherwise noted. Our thanks to the Center of Excellence for Rural Special Education for sharing this information with us.***

news from districts (cont'd.)

I Can Do This! (And So Can You!)

Ann Moore
Spartanburg High

Imagine a world in which students and workers with disabilities readily disclose those disabilities to teachers and employers. Imagine teachers and employers who use that knowledge to make accommodations in the classroom and workplace for those individuals. Spartanburg County School District Seven did imagine such a world; then it set about making it a reality.

With a grant from the South Carolina Developmental Disabilities Council, the district devised a plan to ensure students accept their disabilities, understand the types of accommodations they require to be productive in the post-secondary world, and make these needs known to employers and post-secondary school personnel. With the assistance of the S. C. Protection and Advocacy System for the Handicapped and South Carolina ETV, *I Can Do This! An Instructional Unit in Self-Advocacy for Students with Disabilities*, was developed.

The *I Can Do This!* curriculum includes an instructional module, a videotape, and two parent training manuals. The module introduces the concept of transition and how it relates to the individual student. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act as they relate to post-secondary school and employment are explained. The key differences between these pieces of legislation and the Individuals with Disabilities Education Act are stressed. One of the most significant differences is, of course, that disclosure becomes the responsibility of the individual in a post-secondary setting. Students learn how to ask for accommodations, what kinds of accommodations are reasonable, and how to select appropriate schools and jobs. In addition to the module, a videotape models how to plan and ask for necessary accommodations. Following student completion of the unit, parent training sessions are scheduled to make parents aware of the things their children must begin to do for themselves.

I Can Do this! is completing its second year. For more information about this unit of instruction, contact Ann C. Moore, Transition Specialist, Spartanburg High School, 500 Dupre Drive, Spartanburg, SC 29307, 864.594.4410.

from the university

Training Teachers as Team Members

Gail Raymond, PhD
University of South Carolina

The Special Education Program at The University of South Carolina has received funding from the Office of Special Education and Rehabilitation Services of the U.S. Department of Education to prepare teachers for inclusive settings. The project is designed to achieve three purposes: (1) to prepare teachers with regular and special education backgrounds with the skills necessary to teach students with mild disabilities in regular classroom settings; (2) to equip these teachers with specific skills in cooperative assessment and instruction, consultation, and the development and adaptation of curriculum materials; and (3) to enable these teachers to become change agents in schools that are moving toward a more inclusive model of service delivery for students with disabilities.

Recent developments suggest the need for teacher preparation programs that embrace a noncategorical approach and emphasize cooperation and collaboration among all educators. These developments include (1) legislation and judicial rulings that support inclusion in the general education classroom of individuals with disabilities; (2) recognize by national groups that regular and special education teachers should be trained to work collaboratively towards the goal of inclusion; and (3) South Carolina data that support the need for greater inclusion in the general education classroom.

During the three-year duration of the project three cohorts will be trained, each for thirteen months. Each cohort will consist of ten students, five from regular education backgrounds and five from special education backgrounds. In addition to coursework related to specific academic and behavioral interventions for children and adolescents with mild disabilities, the curriculum will include coursework and practica in collaboration and team teaching. Throughout the program, pairs of teachers with regular and special education backgrounds will work as teams participating in monthly problem-solving sessions. These teachers will be placed in their practicum experiences in pairs, so that they can practice and refine their collaborative techniques. Participants in the training project will graduate from the M.Ed. Program with a number of competencies. All competencies will be evaluated using a variety of methods, and a competency profile will be established for each student.

The project is currently in its first year. The ten students who are selected to be part of this program each year receive a stipend of $4,600 and a tuition reduction. Applications are being accepted for the second year. Those interested in obtaining additional information should contact project co-directors, Drs. Gail Raymond and Kathleen Marshall at the University of South Carolina, 803.777.5743.

1996 Calendar of Events

- ***June 4-8, 1996/Newport,RI/contact Stan Shaw, 860.486.0163.***
  8th Annual Postsecondary LD Training Institute.
- ***June 11-13, 1996/San Antonio,TX/Marriott Rivercenter/800.424.3688.***
  American Association on Mental Retardation Annual Conference.
- ***June 20-23, 1996/Washington, DC/Hyatt Regency/212.304.5251.***
  Head Start's Third National Research Conference.
- ***June 24-28, 1996/Aspen, CO/Inn at Aspen/contact Fred West, 919.847.2242.***
  Enhancing Special Education for the 21st Century Summer Institute/Critical Issues in Urban Special Education Summer Institute.
- ***June 29, 1996/Columbia, SC/Embassy Suites/803.734.8224.***
  OPEC Parent Training Conference (preregistration required)
- ***July 15-17, 1996/Columbia, SC/Quality Inn N.E./803/734.8224.***
  OPEC Co-Teaching Phase I Training Session (preregistration required)
- ***July 24-26, 1996/Columbia, SC/Columbia Sheraton/803.772.4513.***
  Annual South Carolina Vocational Association Summer Conference.
- ***July 26-27, 1996/Washington, DC/Omni Shoreham/817.565.3583.***
  Implementing the National Agenda for Children and Youth with E/BD
- ***July 28-August 1, 1996/Eugene, OR/Eugene Hilton/503.485.1293.***
  22nd Annual Direct Instruction Conference.
- ***August 5-6, 1996/Columbia, SC/Holiday Inn Express/803.734.8224.***
  OPEC Co-Teaching Phase II Training Session (preregistration required).
- ***September 19 & 20, 1996/Greenville, SC/Hyatt/803.734.8224.***
  S.C. State Advisory Council on Education of Individuals with Disabilities.
- ***September 26, 1996/Columbia, SC/Quality Inn NE/803.734.8224.***
  Comprehensive Personnel Development System (CSPD).

Office of Programs for Exceptional Children
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

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OPEC Review

A Newsletter Published by the Office of Programs for Exceptional Children
South Carolina Department of Education

Volume 1, No. 4 Fall 1996

Greetings from the State Superintendent of Education

Welcome Back! I hope that each of you had an enjoyable summer and that you were able to spend time relaxing with family and friends. I would like to share with you a few of last year's major accomplishments and successes, and also to discuss future challenges facing educators in South Carolina.

Last year was a banner year for education in our state in the areas of K-12 and higher education. Truly, education "brought home the gold" in the legislative session. In K-12 alone, we received an increase of more than $200 million. Higher education received a much needed increase in foundation dollars, scholarship monies for in-state students who maintain a B average, and a new accountability act, which changes how dollars will flow to colleges and universities based on performance rather than FTE's or head count.

K-12 was a high priority during the 1995-96 legislative session. Specific achievements included: regulation rollback to provide flexibility; charter school legislation to stimulate creativity and innovation within the public school setting; $14.6 million for funding of voluntary full extended day kindergarten for the neediest students; a new license plate for South Carolina that states public education is a great investment (dollars go for computers in the classroom); teacher salaries at the Southeastern average through a 3.4% raise; a $76 increase in the student base cost; $23 million in new funding for school technology; a predicted $53 million for school facilities; an additional $13 million for textbooks; and an increase of $5 million in the EIA school innovation fund. It was a banner year!

I would like to focus upon the issue of technology because this topic has generated so many questions. Technology means change for our schools in the future. The $23 million in technology funding will provide satellite dishes and receivers at every school in this state at no cost to districts. Tape and delay centers to enable us to provide short distance learning opportunities will be expanded in six to seven areas of the state. Every school, district office and math/science hub will have access to internet resources including the state network, college and technical school libraries, the State Department of Education, and other state agencies and museums. The 13 technology consultants in the hub regions will be providing a schedule of staff development and training opportunities throughout the year based on individual district needs and training started last year with the media specialists. Our focus is on how technology should be a tool to enhance teaching and learning.

At the school level the $3.25 million dollars for technology hardware will be distributed as it has been for the past two years. We also have a unique funding source for classroom computers. South Carolina now has a special license plate for public education. Each license plate purchased will provide $54 to be spent by local districts only on computers for classrooms. ($34 directly to districts and $20 to districts on a formula for equity.)

While we celebrate our achievements and our progress there are enormous challenges for the future. Our emphasis has been on "raising the bar"-- high academic standards for every student, including students with disabilities. The challenge for schools in the future will be to move from discussion of high standards to the complete immersion of a community's will in supporting efforts to reach of those standards.

I believe it is a good time for public education. It is a good time for change because schools in the next century consider learning as a priority. Our job is to deliver. If we deliver with the tools the legislature has given us we can reach the high standards we have for our children. If we show that full day kindergarten makes a difference, that our students are accessing technology effectively and responsibly and that these tools are helping our children achieve academically, then public education and all of South Carolina's children will thrive.

Thanks to each of you for the job that you continue to do so well. I firmly believe that each of you has the ability, the humor, the imagination, the courage, the tolerance, the love for children and respect for each other to keep our commitment to all of our students. My best wishes to you for making this the best year ever!

Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

(Note: This article is taken from Dr. Nielsen's speech to the Summer Leadership Conference.)

Focus: Back to School/Academic Instruction

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OPEC Review

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803.849.9306

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From the Director

The Office of Programs for Exceptional Children continues to work with its management plan that encompasses the requirements of the Individuals with Disabilities Education Act (IDEA), including the components of the latest draft of legislation reauthorizing IDEA, and the basic tenets of school reform. The plan supports special education as a service or resource to support instruction rather than a service delivery system or place for children.

In line with the proposed IDEA reauthorization and South Carolina's reform efforts, students with disabilities will have meaningful and effective access to the same curricula aligned with the state's content standards that other students are receiving and, with reasonable accommodations, be included in state and local assessments. Individualized education program (IEP) development and training is focusing on enabling students with disabilities to learn to meet challenging standards. Regular and special education teachers are receiving training that allows them to work with children in an inclusive environment. An example of this is the State Department of Education's two year initiative regarding co-teaching/collaboration training for regular education and special education teachers as well as school principals. Currently 300 individuals have received initial training and fifty of these participants have received in-depth follow-up training. Additionally, on-site follow-up evaluation has been conducted by this Office to ensure that the training provided meaningful information to participants. Over the past two years, information regarding current research on promising practices for inclusive environments has been disseminated to all participants.

The needs of all children are being considered as the state moves toward licensure for teachers. We have presented and discussed the draft copy of the K-12 and early childhood standards for teacher certification with the licensure certification task force. We are awaiting further action. This initiative proposes to move the state from a categorical system to a non-categorical system.

We have recently disseminated draft copies of recommendations for revisions to the "Redbook" (*Procedures for Survey, Screening, Evaluation, Placement and Dismissal of Children Into/Out of Programs for Handicapped Children*), which will allow for flexibility in program offerings and allow for inclusionary practices.

We advocate higher expectations for all students through statewide training, speeches/presentations and provision of resources and direction to district coordinators of special education to enable them to work collaboratively with each other and other agencies.

This Office has addressed the proposed mandate to work with institutions of higher education under the proposed IDEA Reauthorization. Institutions are addressing the need to change course offerings to meet the needs for an inclusive setting in school districts.

In order to focus on teaching and learning we must provide inservice training for teachers in the area of student behavior. Behavior is one of the leading reasons children with disabilities are referred for special education evaluation, and it is a major factor in the over-representation of minority students in special education. It is also a major deterrent to establishing inclusive environments in school districts. We will continue the following five major initiatives that assist teachers with the teaching and learning process:

1. A summer institute for school counselors to enhance their technical expertise and ability to work with children with disabilities in an inclusive environment;
2. Crisis Intervention Training through a train the trainer model;
3. Course offerings throughout the year and extensive offerings with graduate credit hours during the summer;
4. The Rational Approaches to Positive School Discipline (RAPs) model that encourages schools to develop a school-wide discipline plan; and
5. Project RIDE (Responding to Individual Differences in Education) is being provided to select elementary schools in 46 school districts with plans underway for expanding this program to more districts and to middle and high schools. (Project RIDE is a method to integrate students with disabilities in the regular classroom and to assist with the over-representation of minority students in special education. It is a regular education program that integrates with existing Student Intervention Teams).

As a state we address the individual needs of children in the least restrictive environment through obtaining continued Federal compliance with IDEA. This Office has defined in excess of 30 major tasks with sub-activities for each task that must be performed to maintain compliance with IDEA for SC.

One of the major initiatives this year will involve assisting districts and other agencies to ensure that the 45 calendar day timeline between parent permission and completion of the evaluation for placement is being met. Parents have available to them a State Department of Education complaint system; a voluntary mediation system that fosters less adversarial approaches to solving complaints in special education; and a right to request a local due process hearing. Parents are provided an annual one day workshop annually that focuses specifically on issues concerning children with disabilities. We also participate in sponsoring the annual Early Intervention Parent Conference.

In addition, the Office coordinates the development and dissemination of this quarterly newsletter entitled the *OPEC Review*. This is an effort to communicate with school districts and provide promising practices to teachers and administrators. We will continue to provide a statewide Child Find campaign to assist districts in locating and evaluating children at an early age. We have a Request for Proposal (RFP) that will provide a data management system. This Office will also work to provide a model school relative to the provision of services to children with disabilities with options to move from a categorical structure to an inclusive structure and continue on to a unified structure with options to move to a school-based vs. district level administration of IDEA. The provision of training of teachers and administrators is the key to systemic change, and this Office is committed to continuing to assist school districts in providing this high quality training.

My best wishes to each of you for a successful year!

Ora Spann

Using Web-Making to Enhance Reading and Writing Instruction

MARY ANN ZIPPRICH, PhD
Francis Marion University

Adequate reading and writing ability is required for satisfactory school performance, but students with learning disabilities struggle to learn these basic skills. Early researchers studying the relationship between learning disabilities and reading and writing difficulties tried to explain deficits in performance by relating learning disabilities to variables such as perceptual modality and attention disorders. But these efforts, which placed emphasis on the cause, did not satisfactorily address the need for successful classroom strategies. Fortunately, research from fields such as reading education, cognitive psychology, linguistics, and special education has begun to produce knowledge and methods to meet the instructional needs of these students.

Cognitive psychologists exploring how individuals process information view learning as an active process that requires integration of new information with prior knowledge. Current reading theory follows this view, meaning that text on the printed page has no meaning for the reader until he or she relates the printed word to his or her own personal prior knowledge.

Two important factors impact upon text comprehension: first, the reader relates to text through the use of prior knowledge; and second, text has an underlying story grammar or text structure that can be identified. Readers and writers need to understand that text must be properly organized through the use of common patterns. For example, narrative text is made up of the essential components of story: setting, problem, goal, action, and outcome; and expository text is organized according to patterns: simple listing, cause-effect, compare-contrast, time sequence, problem-solution, etc. Although the author's words cannot express the meaning directly to the reader, the author can assist the reader's search for meaning by following the rules of written convention. Successful reading and writing performance are therefore strongly related.

Active participation is required for successful reading and writing; yet students with learning disabilities demonstrate these characteristics:

- They are inactive learners.
- They often fail to recognize or accept their responsibility in the learning process.
- They may lack a variety of learning strategies.
- They may fail to use strategies that they know.
- They must be taught repeatedly when and how to use strategies.

Many students in special education have responded well to cognitive instruction, which emphasizes the necessity of having adults work in collaboration with students to help them perform tasks they could not accomplish without assistance. Modeling and demonstrating the use of a strategy is a very important part of cognitive instruction.

Hypothesizing that students with learning disabilities lack knowledge of story grammar, Idol (1987) and Idol and Croll (1987) taught students with learning disabilities to use a story map to identify the critical elements of a story: setting, problem, goal, action, and outcome. Students read and interacted with text by searching for the elements of story and recording them on a story map. Idol found in her study that five out of five students improved in reading comprehension following instruction in the story map. Idol and Croll found in their study that four out of five students improved in reading comprehension, and three of the five also gained in story retell length.

Zipprich (1995) reformatted the story map into a story web which also contained the critical elements of a story (see Figure 1). Zipprich found that after instruction in use of the story web, thirteen students with learning disabilities increased their planning time and improved the quality of their story writing.

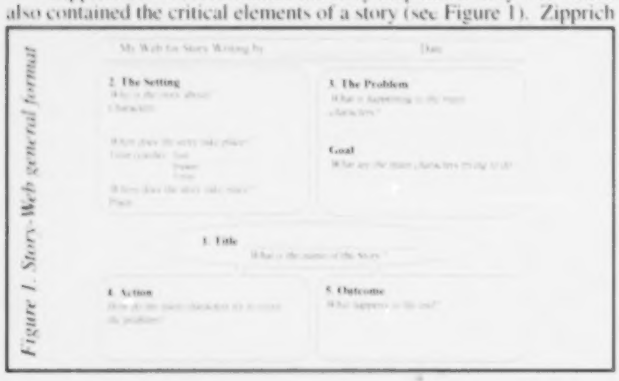

Figure 1. Story-Web general format

The web is referred to in the literature by many different names, such as cognitive or idea mapping, patterned notetaking, flowcharting, semantic mapping, etc. No matter what you call them, webs can be constructed and used as an organizational tool and should be related to both reading and writing. Following reading, a web which represents the content of the passage can be constructed that shows the relationship of the topic to the main ideas and supporting details. Before writing, a web containing the main ideas and supporting details can be constructed and used as a guide for writing in logical paragraph format.

Web-making requires thoughtful effort and may be difficult for some students with problems related to short- and long-term memory, memory recall, planning, organizing, and sequencing oral and written language. Students can best grasp the concept of web making through an instructional progression that begins with the use of prestructured webs and advances to the use of student-originated freeform webs. A good way to teach web making is through a model-lead-test format; group demonstration lessons are very necessary, followed by student independent practice.

The topic "Football" was chosen for the demonstration lesson which follows because it was consistent with the season and the students had knowledge about the sport. The teacher, with student participation, generated a freeform web (see Figure 2) by following the general steps for freeform web making [see box].

Figure 2. Freeform web made with the topic of "Football."

1. Students choose a topic, and the teacher writes it in the center of the board, overhead transparency, or paper, etc.
2. Students share their ideas one at a time about the topic. The teacher records their responses on the paper, arranging the ideas into categories by putting ideas together that go together, while the students observe.
3. After several categories have emerged, the teacher points out to the students that s/he has been sorting their ideas into categories. The teacher now shifts the responsibility to the students to determine where their ideas fit on the web. (You will find that even students with learning disabilities are good at determining the best location for their information on the emerging web.)
4. Teacher stops this brainstorming activity when the web contains a significant amount of information even though the web may be only partially completed.
5. Teacher asks the students to identify all the categories that have emerged and to think of a good name for each category.
6. Teacher records the name for each category at the top of each list and relates category names to the term: "main idea" (which may already be familiar to some students).
7. Students evaluate each category to be sure that each main idea is followed by a comprehensive list of additional ideas. The teacher relates these lists of ideas to the term: "supporting details."
8. Teacher, with the student's participation, numbers the categories on the web (1,2,3, etc.) according to the logical order of thought, and uses the numbering system to write descriptive sentences sequentially in paragraph format.
9. While writing, the teacher instructs students to use each category name within the first sentence of each paragraph in order to clearly announce the main idea, and relates this to the term: "topic sentence."

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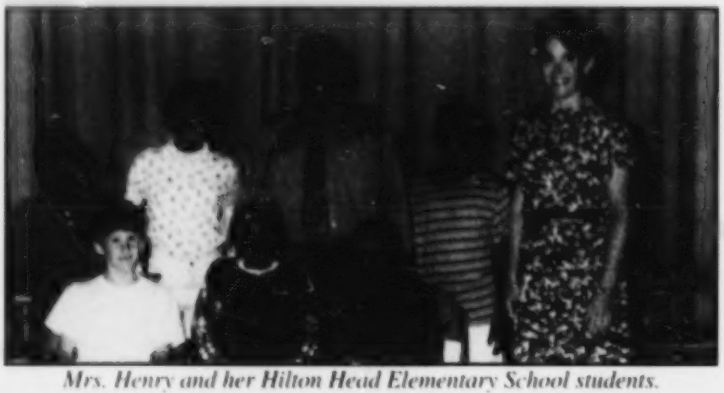
Time Trials and Increasing Fluency in an EMH Classroom

ELIZABETH A. HENRY
Hilton Head Elementary School



Mrs. Henry and her Hilton Head Elementary School students.

The need for fluency in basic math facts is evident in our daily lives. Whether it is a trip to the store, doubling a recipe, or totaling our golf score, we need to be able to add and subtract quickly and accurately. Moving to a level of mastery or automaticity of basic math facts frees the student to accurately answer more complex math problems.

Students are routinely instructed in basic math facts, but rarely are they moved to a level of mastery before being moved to a new skill. Cookie, Heward, Test, Spooner, and Courson (1990) found that a teacher's decisions concerning a student's curricular progress in math and what instructional methods and activities should be used are most often based on measures of accuracy. The concern for accuracy is important: students who cannot add and subtract correctly will be unable to perform higher level math skills and will face major difficulties throughout school and daily living (Miller, Hall & Heward, 1995). Miller et al. recognized, however, that "accuracy measures alone . . . do not provide a complete picture of learning or mastery of a skill" (p.320). Fluency, the ability to perform a skill accurately and with speed, is an important measure of student learning. A student's rate of accurate responding or fluency of responding is a critical component of mastery (Miller & Heward, 1992). Rate per minute is a more sensitive measurement and provides more information about learning than accuracy measures alone. Previous studies (Ivarie, 1986; Stokes & Baer, 1977) found that fluency is also related to the maintenance and generalization of skills.

The traditional method of assessing level of accuracy only provides information on the level of correctness on a given performance. On the other hand a student who is fluent at a skill such as basic math facts is both accurate and quick. Rate of response gives a precise indication of the accuracy of performance in relation to the amount of time required for response. This combination of the two dimensions of responses-accuracy and number of responses over time-gives a more complete picture of learning (West, Young, & Spooner, 1990). A student's rate, unlike a student's accuracy, indicates how well a student knows or can do a task (Howell & Lorson-Howell, 1990).

Time trials have been proven to be an effective and efficient method to improve fluency while maintaining accuracy (Miller et al., 1995). Greenwood, De1quardri, and Hall (1984) found that time trials helped to improve student's fluency. Time trials provided students with many opportunities to respond at a fast rate and they gave teachers a direct and frequent measure of student's learning.

Using time trials for basic addition facts with touch math addition sheets has served to increase both the level of accuracy and fluency for the students in my EMH self-contained classroom. All nine students doubled or tripled the number of math facts they could answer in a one minute time trial during 20 sessions. Their level of accuracy increased or remained above ninety percent during these time trials.

For one of the students who had poorly developed fine motor skills, which made it difficult for him to remember how to write numbers, use of time trials provided an added bonus: This student can now accurately write numerals one to twelve.

One of the most significant gains for these students has been an increase in their self esteem. *Students* request time trials every day and, with great pride, show off the graphs that show their results. For further information, including a reference list, contact Elizabeth A. Henry, Hilton Head Elementary, 803.525.4282.

Greer High School Transition Program Receives National Award

Congratulations are in order for Greer High School, which received the prestigious Marc Gold Award from Division on Career Development and Transition of the Council for Exceptional Children (CEC) at the International CEC Conference in Orlando in April.

Greer was recognized for a transition program created by John Mauldin. Eight students who are trainable mentally disabled receive peer tutoring in "real life" activities forming a functional curriculum from students in the mainstream academic curriculum. Forty-two peer tutors receive elective credit for their efforts.

Prioritized independent living, personal management, and leisure and recreation skills are practiced one-on-one by students and tutors throughout the day. Tutors also provide transportation to community settings in which to practice skills. Mr. Mauldin and his assistant act as program managers and job coaches. A grant, matched by parent contributions, enables the program to rent an apartment next to the high school, allowing students to practice independent living skills in a realistic environment. In addition to special needs students acquiring useful life skills, students and tutors have formed close friendships.

For further information, contact John Mauldin, Greer High School, 864.848.2363.

Editors' Note: Information for this article was obtained from an article that appeared in the Summer 1996 issue of *DCDT Network*, the newsletter of the DCDT.

A Successful School-Agency Partnership

MAMIE B. CALDWELL
Coordinator of Special Services
Orangeburg School District Seven

Orangeburg School District Seven (OSD-7) has formed a partnership with Santee Industries, a division of the Orangeburg County Developmental Disabilities and Special Needs (DDSN) Board, to provide vocational training and competitive employment (with support services) for students who are trainable mentally disabled. OSD-7 provides school-to-work transition for all of its students, preparing them for life-long learning, with intensive focus on making a successful transition from school to employment. Students with disabilities are afforded

(continued on next page)

best practices

Parent-Teacher Conferences: Putting Your Best Foot Forward

As teachers, we begin each year with anticipation and excitement. We also vow to avoid mistakes we have made in previous years. Although we value good relationships with parents, we often feel less than skilled during parent-teacher conferences. Below are some suggestions that may improve our interactions during planned meetings.

Notifying Parents

- Provide parents with written notification that
  - establishes the purpose of the meeting;
  - identifies other professionals attending;
  - allows parents to pick from among several days and times.
- Follow up written communication with a phone call: Ask parents if they feel the student should attend the meeting.

Helping Parents Prepare

- Ask parents for any items they would like to place on the conference "agenda."
- Ask parents to prepare a list of questions to ask.
- Ask parents to make a list of information to share.
- Ask parents to bring any relevant records with them.

Preparing Yourself

- Review student's records and assess progress.
- Gather examples of student's work.
- Prepare an outline of topics to be covered and gather conference materials (e.g., reports, graphs, etc.).
- Anticipate difficult or delicate issues so that you are prepared.
- Have (at least a mental) rehearsal of the conference, concentrating on what you will do or say.
- Relax!

Conducting the Conference

- Be on time!
- Introduce yourself and thank parents for coming.
- Avoid seating arrangements that place parents in a subordinate position (i.e., parents sit in student desks, you sit behind your desk).
- Use your outline to guide discussion.
- Be sure parents' agenda items are discussed.
- Keep a written record of tasks you or parents will complete and establish timelines for completion.
- Be sure parents know how to reach you.

Following Up

- As soon as possible, write a report of what occurred during the conference.
- Send parents a copy of your report.
- Be sure agreed upon tasks are completed.
- Conduct a self-assessment and determine positive and negative aspects of your conferencing skills. Review before next conference to concentrate on strengths and eliminate weaknesses.

news from districts (continued from page 4)

the same opportunities as students without disabilities, participating in an individualized work-based training program.

Students work two hours each day in actual employment settings, with the support of job coaches. Employment settings include Carpenter Technology and American Yard Product. One student works with a lawn maintenance crew. With the support of a Title II-A 8% grant, students are paid a work-based stipend of $4.00 per hour for 200 hours of vocational training. There is a twelve month contract for each of the six participating students who are preparing to enter the world of work to become economic contributors to the local community.

For further information, contact Mamie B. Caldwell, 803.897.2211 (ext. 13); Jerome Prezzy, Manager, Santee Industries, 803.854.4479; or Gene Marlow, Executive Director, Orangeburg County Disabilities and Special Needs Board, 803.536.1170.

Resources You Can Use

To find out more about strategic reading and writing instruction, consult these resources:

BOOKS

Classrooms That Work: They Can All Read & Write (1994). Cunningham, P. M. & Allington, R. L. New York: Harper Collins College Publishers. 800.331.3765.

How to Become a Better Reading Teacher (1996). L. R. Putnam (Editor). Englewood Cliffs, NJ: Merrill. 800.228.7854.

Teaching Reading to High-Risk Learners (1994). Wood, K. D. & Algozzine, B. Boston, MA: Allyn & Bacon. 800.852.8024.

Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content (1992). Ciborowski, J. Cambridge, MA: Brookline Books. 800.666.2665

JOURNAL ARTICLES

Facilitating Memory in Students with Learning Disabilities. Colson, S. E. & Mehring, T. A. *LD Forum*, (1990), *16*(1), 23-30.

Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Idol, L., *Journal of Learning Disabilities*, (1987), *20*, 196-205.

Integrating Writing Strategy Instruction with Content-Area Instruction: Part I - Orienting Students to Organizational Devices. Ellis, E. S., *Intervention in School and Clinic*,(1994), 29, 169-179.

Integrating Writing Strategy Instruction with Content-Area Instruction: Part II - Writing Processes. Ellis, E. S. *Intervention in School and Clinic*, (1994), 29, 219-228.

Promoting Strategic Learning. Day, V. P. & Elksnin, L. K., *Intervention in School and Clinic*, (1994), *29*, 262-270.

Story-Mapping Training as a Means of Improving Reading Comprehension. Idol, L., & Croll, V. J., *Learning Disability Quarterly*, (1987), *10*, 214-229.

Strategies for Improving the Written Expression of Students with Learning Disabilities. Levy, N. R. & Rosenberg, M. S., *LD Forum*, (1990), *16*, 23-30.

The Teacher's Role in Teaching Content-Area Information. Putnam, M. L. & Wesson, C. L., *LD Forum*, (1990), *16*, 55-60.

Teaching Web Making as a Guided Planning Tool to Improve Student Narrative Writing. Zipprich, M. A., *Remedial and Special Education* (1995), *16*, 3-15.

Writing Process Versatility. First, C. G., MacMillan, B., & Levy, C., *Intervention in School and Clinic*, (1995), *31*, 21-27.

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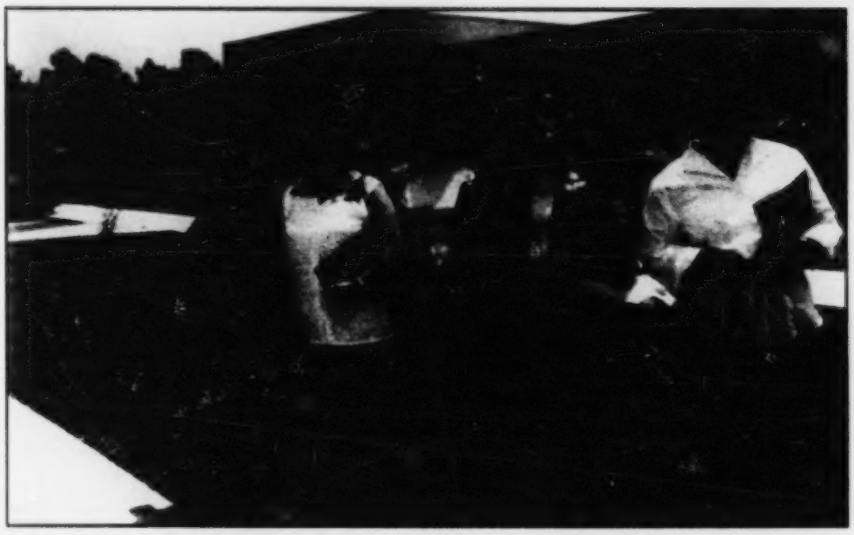

South Carolina State University Institute participants completed field-based experiences at Williamsburg High School.

Institute for Training Teachers and Administrators

BERNICE STUKES-MOSE, ED.D.
South Carolina State University

The Special Education Program at South Carolina State University received funding from the South Carolina Department of Education, Office of Programs for Exceptional Children to offer a two-week institute. From June 24 through July 9, twenty-five regular and special education teachers and administrators learned how to best serve students with disabilities in rural areas.

The institute addressed inclusion of students with mild and moderate disabilities. Cultural diversity, classroom structure, instructional problems, curriculum development, and classroom management were emphasized. Institute instructional staff included college professors from South Carolina State University, Claflin College, Benedict College, and the University of South Carolina. In addition, consultants offered their expertise in communication styles, cultural diversity, and classroom management.

On-site training in rural schools, with support of special education administrators and teachers, enabled participants to acquire knowledge and skills. Several strategies for successful inclusion of students with disabilities were generated: (a) different approaches to teaching are needed to affect changes and innovations; (b) teachers and administrators must be trained to meet the instructional and classroom needs of students, and to effectively work with parents and professionals; and (c) it is essential that special and regular educators collaborate to promote successful learning. Of particular importance, is the teacher's knowledge and understanding that students' cultural, linguistic, and religious backgrounds affect learning and behavior.

Dr. Bernice Stukes-Mose of South Carolina State University served as Professor and Director of the Institute. Dr. Theodore Coker, Mrs. Marilyn Izzard, Mrs. Betty S. Marshall and Mrs. Doris C. Allen of Benedict College, Dr. Benjamin Brockington of Claflin College, and Dr. Tina T. Smith of University of South Carolina, served as instructors. Contact Dr. Stukes-Mose at 803.536.7000 (ext. 7191) for further information.

In the Next Issue of the *OPEC Review:*

Highlights of the Annual Fall Special Education Administrators' Conference

Featuring These Topics:

Legal Issues Related to Least Restrictive Environment and Discipline

Creating Change for Minority Students with Disabilities

The Lovaas Method for Students with Autism

...OPEC update

OPEC Offers Comprehensive Training

The South Carolina Department of Education, Office of Programs for Exceptional Children offered comprehensive training opportunities this summer. After making extensive efforts to determine the needs of parents and practitioners, several topics were identified. Offerings ranged from one-day workshops to three hour graduate courses. Trainers included university personnel, public school teachers, and state department staff.

The unique behavior management challenges that emerge when teaching children with disabilities in inclusive settings were addressed during a Co-Teaching Summer Institute. In addition, prospective co-teachers learned how to effectively meet the instructional needs of diverse learners. This training will be on-going with in-depth follow-up activities.

(continued next page)

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Parents of children with disabilities received stipends to offset costs of attending a state-wide meeting, which focused on topics such as Understanding Parents Rights Under IDEA, Accessing Special Education Mediation, Transition for Preschool and High School, and 504 and the Accommodation Plan.

Early childhood special and regular educators, teacher assistants, related service staff, and early interventionists learned to work more effectively with preschoolers and their families during a conference, "Building Bridges of Possibilities: Toward Understanding the Needs of Children from Diverse Backgrounds."

Counselors had the opportunity to explore educational, personal, and social issues confronting students with special needs during a three hour graduate credit institute, "Students with Special Needs and the School Counselor: Effective Strategies for Counseling and Support." The first institute was so well received, a second was offered.

The unique needs of children with low-incidence disabilities were not overlooked. A four-year federal grant provided support to offer a course designed to address the "Nature and Educational Needs of Children and Youth with Deaf-Blindness." Teachers and school psychologists were given the opportunity to earn six hours of graduate credit by completing two courses focusing on children with autism.

Speech and language pathologists could select from an array of training opportunities, which included training focusing on apraxia, augmentative communication, stuttering, and language disorders.

In an effort to assist with the issue of overrepresentation of minority children placed into special education programs, Project RIDE (Responding to Individual Differences in Special Education) training has been completed throughout South Carolina. Project RIDE training will continue this fall, as well as courses focusing on transition and job coaching.

For further information, contact Dr. Ora Spann, Director, Office of Programs for Exceptional Children, South Carolina Department of Education, 803.734.8784.

IDEA Reauthorization Update

Although most of us were under the impression that reauthorization of IDEA was complete, Congress had to work through the following steps by October 4, 1996. The Senate must vote on its version of IDEA, a conference committee of the House and Senate needs to meet and work out differences between the two bills and, the House and Senate must then vote approval of the compromise bill before it goes to the President for approval.

If IDEA is not reauthorized by this Congress, it will have to introduced as a "new" bill by the Congress in January, 1997. Funding, however, can be authorized for a one year extension without a reauthorized IDEA in place. Reauthorization would be for five years. The Office of Programs for Exceptional Children will provide you with up-to-date information as it becomes available.

From the Editors

This issue completes Volume 1 of the *OPEC Review*. We appreciate the information about your programs. Please keep us informed of the great things that are happening in special education in South Carolina. Pictures are great, and we ask that your text be double spaced in 12 point Courier type. We particularly would like to hear about *Low Incidence Issues*, the focus of Volume 2, Number 1, before 11/15.

Finally, we ask that you take a moment to complete the evaluation form on this page. Your feedback will help us to improve the newsletter, as well as ensure that we address topics of interest to you.

Nick Elksnin, Ph.D., NCSP
Linda K. Elksnin, Ph.D.
Co-Editors, *OPEC Review*

Tell Us How We're Doing!

The publication of this issue of the *OPEC Review* marks the completion of Volume 1. We'd like your feedback so we can continue to improve the newsletter. Please take a few minutes to complete this brief survey. (Circle the descriptor that best applies.)

1. The overall quality of the OPEC review is
   excellent good average fair poor
2. The overall appearance of the OPEC review is
   excellent good average fair poor
3. The quality of articles published in the newsletter is
   excellent good average fair poor
4. The type of information included in the newsletter is
   excellent good average fair poor

My suggestions for improvement are _____

_____

Please don't change these features _____

_____

My primary role is (circle one):

special education administrator regular education administrator

special education teacher regular education teacher

other: _____

Detach and return by mail or FAX to:

Nick & Linda Elksnin, Co-Editors
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1996 Calendar of Events

- ***October 24-25, 1996/Columbia, SC/Embassy Suites/800.303.2309***
  SC Association of School Psychologists Fall Conference
- ***October 27-29, 1996/Myrtle Beach, SC/Kingston Plantation/803.259.7472***
  Annual Conference of the SC Chapter of American Association on Mental Retardation
- ***October 31-November 2, 1996/Nashville,TN/Lowes Vanderbilt/913.492.8755***
  International Council for Learning Disabilities Annual Conference
- ***November 6-9, 1996/Washington, DC/Hyatt Regency,Capital Hill/703.993.3140***
  Annual Teacher Education Division Meeting/Council for Exceptional Children
- ***November 8, 9, 1996/Charleston, SC/Sheraton Charleston/864.656.5096***
  Annual South Carolina Vocational Special Needs Conference
- ***November 14-16, 1996/Biloxi,MS/Crowne Plaza Resort/601.849.3321***
  SE American Association on Mental Retardation Annual Conference
- ***November 17-20, 1996/New Orleans,LA/703.519.3800***
  National Association of State Directors of Special Education Conference
- ***November 20-23, 1996/Dallas, TX/800.424.2460***
  National Association for the Education of Young Children Conference
- ***November 20-24, 1996/Detroit,MI/Westin Renaissance Center/800.221.2654***
  National Alliance of Black School Educators Conference
- ***December 5-8, 1996/Cincinnati, OH/800.826.9972***
  Annual American Vocational Association Conference
- ***December 6-8, 1996/Washington, DC/Washington Hilton/703.528.4300***
  11th National Training Institute: Zero to Three/National Ctr.
- ***December 8-11, 1996/Phoenix, AZ/410.269.6801***
  Division for Early Childhood/CEC Annual Conference

Office of Programs for Exceptional Children
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201